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ABSTRACT

This is the third of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to making beds, doing laundry, and bathroom cleaning. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

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HOUSEWORK

Words and Chores for Daily Living Skills

BOOK 3

by Anita Marcott Riley, M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

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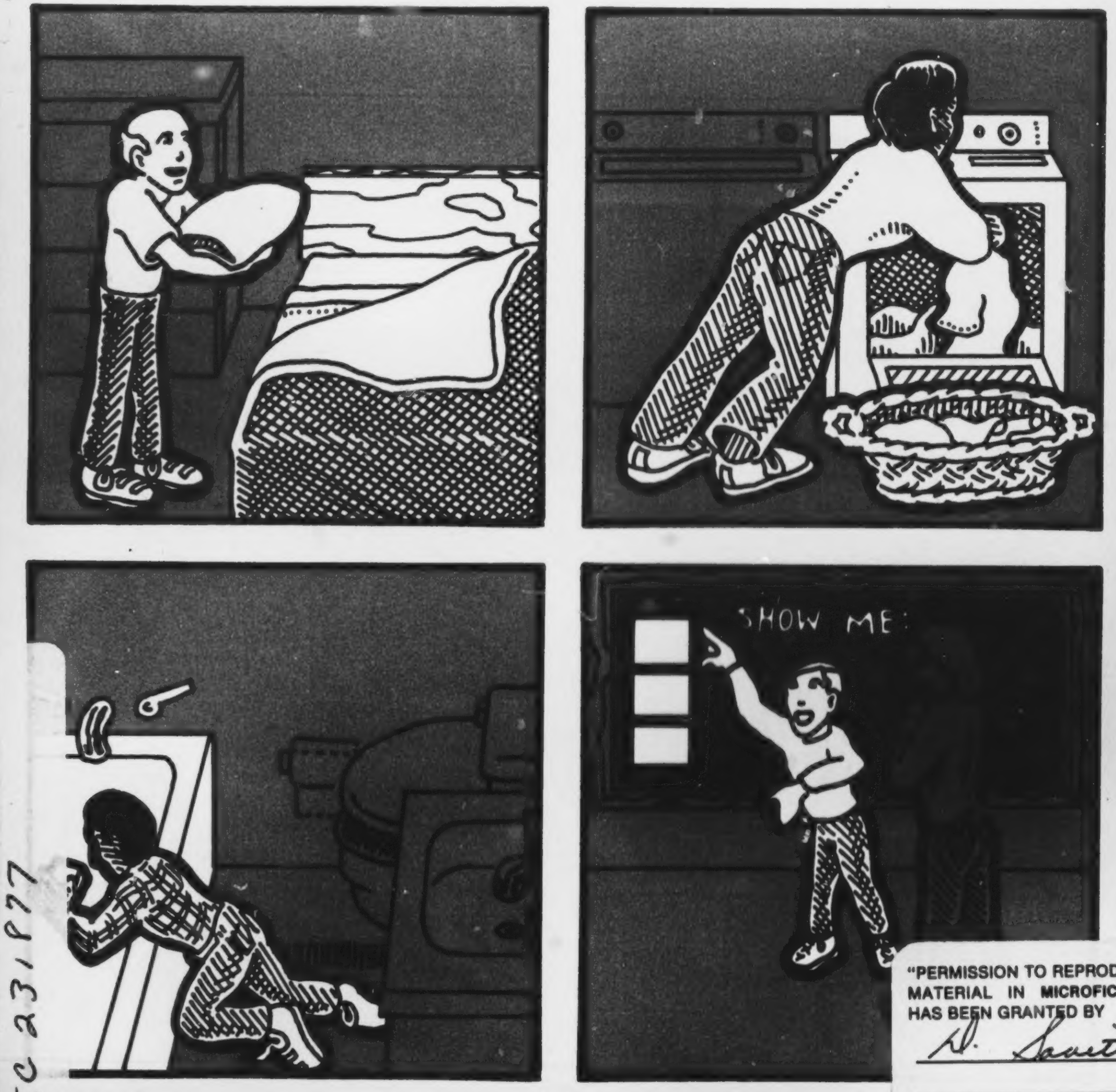

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BOOK 3

HOUSEWORK

Words and Chores for Daily Living Skills

by Anita Marcott Riley, M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

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Publications by Anita Marcott Riley
available through Communication Skill Builders:

Evaluating Acquired Skills in Communication (EASIC) (1984)
Autistic Behavior Composite Checklist and Profile (1984)
After School Communication Activity Book (1987)

Contents

Introduction 1
Purpose 1
Chapter Components 2
Description 4
Rationale 6
Implementing a Training Program 8
References 11

Chapter 1—Making the Bed 13
Letter #1 (reproducible) 15
Letter #2 (reproducible) 16
Vocabulary List (reproducible) 17
Steps for Stripping the Bed (reproducible) 18
Flip Book 19-26
Steps for Making the Bed (reproducible) 27
Flip Book 29-36
Steps for Changing the Bed (reproducible) 37-38
Flip Book 39-50
Receptive Language Tasks 51-82
Expressive Language Tasks 83-103
Skills Profile (reproducible) 104-105
Goals and Objectives (reproducible) 106-107

Chapter 2—Doing the Laundry 109
Letter #1 (reproducible) 111
Letter #2 (reproducible) 112
Vocabulary List (reproducible) 113
Steps for Doing the Laundry (reproducible)
Preparing Dirty Clothes for Washing 114
Flip Book 115-118
Washing Clothes 119
Flip Book 121-128
Drying Clothes 129-130
Flip Book 131-142
Receptive Language Tasks 143-173
Expressive Language Tasks 174-192
Skills Profile (reproducible) 193-194
Goals and Objectives (reproducible) 195-196

Chapter 3—Cleaning the Bathroom 197
Letter #1 (reproducible) 199
Letter #2 (reproducible) 200
Vocabulary List (reproducible) 201-202
Steps for Cleaning the Bathroom (reproducible)
Introduction to the Task 203
Preparing to Clean the Bathroom 204
Flip Book 205-206
Putting on Rubber Gloves 207
Flip Book 209-212
Scrubbing the Bathtub 213-214
Flip Book 215-228
Cleaning the Toilet 229-230
Flip Book 231-246
Washing the Mirror 247
Flip Book 249-252
Washing the Sink and Countertop 253-254
Flip Book 255-268
Emptying the Trash 269
Flip Book 271-276
Introduction to Cleaning the Bathroom Floor 277
Washing the Floor Using a Sponge 278-279
Flip Book 281-298
Taking Off Rubber Gloves 299
Flip Book 301-304
Putting Away Cleaning Supplies 305
Flip Book 307-308
Putting Away Cleaning Supplies (Alternate Method) 309
Flip Book 311-312
Receptive Language Tasks 313-347
Expressive Language Tasks 348-367
Skills Profile (reproducible) 368-369
Goals and Objectives (reproducible) 370-371

Supplementary Reproducible Materials 373
Coin Value Worksheets 375-382
Experience Story Faces 383-386
Data Chart 387
Award Certificates 389-391

Introduction

In recent years the importance of integrating handicapped individuals into the mainstream of society is increasingly recognized. In the past society has viewed individuals with moderate to severe impairments as having only a limited need of educational and rehabilitative services. Through research, educators have discovered that training these individuals in functional living skills facilitates the transition from institutional living to more self-sufficient environments.

The *Housework* series was developed using research literature and our years of educational experience with mildly, moderately, and severely handicapped individuals. In this series we address the essential housekeeping skills and why they are important. Materials, activities, and possible teaching strategies are described. Because there are only a few functional materials on the market related to housekeeping chores, much of our teaching has required that we develop our own materials. Moderately and severely handicapped individuals need highly structured curricular and instructional approaches; these are presented in *Housework*. A major theme in the series is the importance of a task-analytical approach to teaching. Another point is the practicality and adaptability of the household chores that are included in this series. Each task can be trained in the natural environment or a simulated environment, such as home, school, or workplace. Learning these chores will help individuals to become more independent.

Housework is written for persons who work with moderately to severely handicapped individuals, including adults with aphasia who need to be retrained in basic housekeeping skills after a stroke or cerebral trauma. The involvement and cooperation of family members, working with instructional staff, will effect positive change and learning in this population of handicapped individuals.

Purpose

The purpose of the *Housework* series is to provide a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Materials for assessing, programming, and teaching functional daily living activities are included. The *Housework* books provide a wide range of activities and materials related to a variety of daily living tasks.

Housework Book 1 contains four chapters: Dusting, Washing Tables and Countertops, Washing Windows, and Washing Dishes. *Housework* Book 2 also contains four chapters: Emptying the Trash, Sweeping the Floor, Vacuuming the Carpet, and Mopping the Floor. There are three chapters in *Housework* Book 3: Making the Bed, Doing the Laundry, and Cleaning the Bathroom.

Lessons are provided in each chapter. These lessons incorporate receptive and expressive language. Generally, the simplest lesson within a learning area is given first, and the following lessons progress in difficulty. However, some lessons provide a wide range of complexity within one area and therefore do not allow for strict adherence to a hierarchal format. Annual goals and behavioral objectives are included. Procedures for one to three activities are given in a sequence from easy to difficult. A list of materials needed is provided for each activity. Pictures and worksheets are included for many activities.

Chapter Components

Each chapter contains two letters which explain the individual's current area of work, a series of fourteen receptive and twelve expressive lessons, a Skills Profile, and a form for recording goals and objectives. Some lessons have both a receptive and expressive component. For example, word search puzzles require sight word recognition (a receptive task) and also the circling of those words (a written expression exercise). Crossword puzzles require reading and comprehension of words and clues before the individual is required to copy or write the key word from memory. These two tasks have been placed in the receptive language category because they require a greater amount of comprehension before written expression.

Each *Housework* book contains chapters that help to teach important housekeeping tasks. The instructor will select the most relevant and developmentally appropriate housekeeping tasks for each individual. Several considerations are necessary in making this decision. First, how important will the task be to the individual's independent functioning? Is the task one that should be done daily, weekly, or monthly? Does the task have vocational potential? If the individual learns the task, might it lead to an employment opportunity? Is the task, or one similar to it, a prerequisite for learning and accomplishing future tasks? The developmental level required by the task also must be evaluated. Is the task too easy or too difficult for the individual's current level of functioning?

As an example, chores such as making the bed are essential on a daily basis to maintain a home environment. However, the activity of making the bed may also serve as a vocational skill in cleaning hotel and motel rooms or changing beds in a hospital or group home. The versatility of learning to make the bed gives this task more significance than originally thought. An individual working as a hotel or hospital maintenance person might routinely need to make beds and change linens; and an individual doing domestic work might regularly have to strip, change, and make beds. Therefore, learning this task may provide vocational training potential. If the individual can already make the bed and strip it (slightly easier tasks developmentally), changing the linens completely might be the next relevant yet developmentally appropriate task. The instructor should reinforce the performance of this task routinely. Repetition and reinforcement may help to strengthen work skills, such as increasing the amount of time the individual can remain on task, improving the ability to follow directions, and developing the individual's knowledge of various formats related to activities used in learning the task.

Although a wide range of activities is provided in each chapter, an individual may not necessarily work on all activities as part of an individualized program. When selecting lessons, it is imperative that the instructor consider the individual's abilities and disabilities, current functioning level, projected potential, interests, and need for training in specific areas. A person with a severe impairment may not ever have the need or the ability to work on a crossword puzzle; however, it might be essential for that individual to learn to recognize the objects needed for a task and be able to follow sequenced picture directions. An adult stroke patient may be able to recognize the objects needed for the task but may need practice in sequencing the steps and pictures. That individual also may need to practice reading and understanding the meaning of written words associated with the task; activities such as the crossword puzzles will provide opportunities for that practice.

Another important consideration is whether adjustments must be made within any given activity or lesson to meet individual needs. For example, the arrangement of sequenced steps in a task may not coincide with the procedure commonly used in the individual's environment; or an individual's physical disabilities might preclude using the steps in the arrangement given in the text. If procedures are changed, it is essential that all persons working with the individual decide on the order in which the steps should be implemented. Everyone involved in training must then use the same sequence of steps and procedures so that consistency is provided and optimal learning is facilitated. Sometimes it is helpful to change the terminology given in the text. Regionalisms, ethnic differences, and family preferences in words used to refer to specific items must be considered. It is imperative that the terms used with the individual be those that are most familiar and frequently heard in the environment.

The instructor must appraise a number of things before beginning a training program. Individual abilities must be assessed and needs must be prioritized. Once a housekeeping task has been selected, the individual's skills can be assessed, using the Skills Profile provided in each chapter. The instructor presents relevant activities from the chapter. The individual's performance is appraised and scored as Skill Accomplished, Skill Emerging, or Skill Not Yet Developed. Performance of 90% or better is generally considered as an accomplished skill; those activities which are performed at a 40% to 90% range are usually considered to be emerging; and those in which the individual scores lower than 40% range are assessed as skills not yet developed. Based on this performance information, the instructor then prioritizes and selects those goals, objectives, and activities that are most appropriate to the individual's ability, potential, and needs. The instructor then checks the selected goals and objectives and specifies the criteria for performance b filling in the appropriate spaces in the Goals and Objectives sheet.

Description

In the following paragraphs, each component within the chapters is described briefly. This information will enable the instructor to quickly evaluate the appropriateness of a page or lesson without reading through the entire text.

Letter #1—A reproducible letter written to parents, family members, or residential training or group home staff, using the pronoun "we" as a group or class, to explain current work and lessons.

Letter #2—A reproducible letter to family or significant caregivers from the individual, written in the first person ("I"), explaining current work and lessons.

Vocabulary List—A list of relevant words and an illustration depicting objects involved in the task. The vocabulary may be modified to conform to individual or regional differences in terminology.

Steps—A task-analyzed skill is broken into a sequence of small steps which are written and illustrated in the Flip Book. Pictures of the steps contained in the Flip Book must be duplicated for individual use. It may be helpful to color the pictures, mount them on poster board, laminate them, and then assemble the pictures on a ring. The Flip Book pictures and Steps may be modified or rearranged to coincide with procedures used in the environment or to meet individual needs due to physical or other disabilities.

Receptive Language Tasks

1. Object Recognition—Activities to teach the individual to recognize objects when they are named, given a limited choice of items.
2. Recognition of Objects Needed for a Routine Task—Activities to teach the individual to recognize objects needed for the task and discriminate those that are unrelated.
3. Picture Search—A worksheet that requires the individual to recognize and discriminate pictures of items needed from those unrelated to the task. The individual is required to circle the appropriate pictures.
4. Recognition of Action Pictures—An activity that requires the individual to recognize action pictures from a sequenced picture book, called a Flip Book. The individual is given a choice of three pictures at a time.
5. Follow Single-Step Directions—An activity that requires the individual to complete the task, one step at a time, when given oral directions and pictures from the Flip Book.
6. Respond to Simple Questions—An activity that requires the individual to respond to a series of questions relevant to the task by choosing the correct Flip Book pictures. Two levels of difficulty are included on the Simple Questions worksheet.

7. Follow Sequenced Picture Directions—An activity that requires the individual to carry out the task when provided with a Flip Book containing sequenced pictures that illustrate the steps of the task.
8. Picture Sequencing—A task that requires the individual to arrange pictures from the Flip Book in the appropriate order. The number of pictures presented at one time can vary with the individual's ability.
9. Word Search—A worksheet that requires the individual to recognize and discriminate between words that name items which are related to the task from unrelated items. The individual is required to circle the appropriate words. Then the correct words are copied on the bottom of the page.
10. Word Closure—A worksheet that requires the individual to fill in the missing letters of words related to the task. There are three levels of difficulty.
11. Word, Phrase, or Sentence Match—An activity that requires the individual to match picture cards to correlated words, phrases, or sentences.
12. Word Search Puzzles—Activities that require the individual to recognize and circle task-related words within puzzles. There are three levels of difficulty.
13. Crossword Puzzles—Worksheets that require the individual to fill in the missing words. There are three levels of difficulty. Level 1 requires copying the words only; Level 2 requires the individual to read the word and clue, then copy the word in the appropriate space; and Level 3 requires the individual to read the clue, think of the appropriate word, and write it in the proper space.
14. Shopping and Understanding Money—An activity that requires the individual to use an illustrated shopping list, select items from a simulated store, and pay for the items, using small amounts of money.

Expressive Language Tasks

1. Label Objects or Pictures—An activity that requires the individual to use an expressive communication system to name objects and pictures of objects that are related to the task.

2. Request Objects Needed for a Routine Task—An activity that requires the individual to use an expressive system of communication to ask for necessary objects.

3. Label or Request Actions—An activity that requires the individual to express action words to describe real or pictured actions from the Flip Book.

4. Express Action Steps, Using a Word, Phrase, or Sentence—An activity that requires the individual to describe real or pictured actions using words, phrases, or sentences.

5. Answer Simple Questions—Activities that require the individual to use an expressive system of communication to respond to simple questions. There are two levels of questions.
6. Request Objects, Using a Sentence—Activities that require the individual to use a sentence format of expressive communication when requesting objects needed to carry out the task.
7. Request Help—Techniques to facilitate the individual's spontaneous requests for help when carrying out the task.
8. Indicate Completion—Techniques that require the individual to use an expressive communication system to indicate when a task has been completed.
9. Request Information—Activities that facilitate the individual's spontaneous and appropriate requests for needed information when carrying out the task.
10. Express Varied Sentence Structures and Pragmatic Functions—Activities that facilitate the individual's use of varied sentence structures for different communication purposes.
11. Express and Read an Experience Story—Simple stories about the individual's experiences when carrying out the task. The individual is required to use an expressive communication system to tell the story.
12. Name Coins and Express the Value of Money—An activity that provides a simulated shopping experience. The individual is required to express money-related concepts.

Recordkeeping Forms

Skills Profile—A chart of all the receptive and expressive lessons which provides a system for scoring the individual's performance, scored using the categories of Skill Accomplished, Skill Emerging, and Skill Not Yet Developed. Space is provided for recording data for five evaluation periods.

Goals and Objectives—A series of annual goals and performance objectives that correlate with all lessons provided in the chapter. It provides a quick system for checking off desired goals and objectives, which allows for immediate planning of an individualized program by the instructor.

Rationale

The need to learn daily living and domestic skills is critical for individuals with moderate to severe mental impairment. This is particularly true in community living, rehabilitation, and special education facilities.

Successful integration into the community involves more than just moving into new living facilities. A lack of domestic skills is a key factor in an individual's failure to adjust to community living (Crnic and Pym 1979; Nihira and Nihira 1975; Schalock and Harper 1978). Educators and vocational training specialists agree that moderately and severely impaired individuals must receive equal amounts of domestic daily living training and vocational education (Wehman, Renzaglia, and Bates 1985; Boyan 1978; Cuvo and Davis 1981). Also, the more severe the individual's impairment, the greater the need for domestic skills training prior to placement in a community living facility. The curriculum for moderately to severely impaired individuals should be largely that of domestic skills training, and training should begin at a very early age (Boyan 1978).

Domestic skills training should occur not only at the secondary but also at the elementary level (Boyan 1978; Crnic and Pym 1979; Cuvo and Davis 1981; Nihira and Nihira 1975; Snell 1981). It is imperative that this training be done in a logical and systematic manner in order to provide the best opportunities for success. Wehman, Renzaglia, and Bates (1985) outlined a nine-step hierarchy necessary for delivering relevant domestic and daily living training to moderately and severely impaired individuals. It included:

1. The need for assessing current and potential home settings and the skill requirements for each setting.
2. Assessment of the individual's current functioning skill levels.
3. A prioritized list of skills to be trained.
4. A task analysis of the priority skills.
5. Identification of the instructional setting and materials.
6. An instructional program.
7. A means of evaluating progress.
8. Placement of the individual into a community domestic setting.
9. Training generalization and skill maintenance follow-up.

A number of critical elements outlined in this nine-step hierarchy have been incorporated in the *Housework* series. A task analysis is included in each chapter; therefore, each specific housekeeping chore being taught provides the instructor with one method for assessing the individual's current level of functioning. Documentation of the assessment might be recorded on either the Data Chart or the Skills Profile. The *Housework* series provides a variety of activities related to the actual housekeeping chore. These vary from the simple task of object recognition to the complex task of reading experience stories. An individual's performance can be evaluated and the results indicated on the Skills Profile. The instructor must examine and prioritize those skills that are necessary for the individual to learn. Then, appropriate goals and objectives can be selected from the list provided at the end of each chapter and correlating activities can be chosen from the text. The goals, objectives, and activities must be within the individual's developmental range. As the activities are carried out, progress can be monitored through the use of data charts. Materials and worksheets are designed to be shared with the individual's family or significant caregivers. This will facilitate generalization into the individual's home environment.

Implementing a Training Program

1. *Assessment*
   The instructor must evaluate an individual's current level of functioning in basic housekeeping tasks. Formalized tests may be used, including *Skills to Achieve Independent Living (SAIL)* (1979), *Independent Living Skills Inventory* (Vogelsberg et al. 1980), and *Description of the Living Environment Needs Inventory (LENI)* (Johnson). The instructor also may evaluate informally the individual's competencies on a specific task, using the Skills Profile or the Steps worksheet with a data sheet. Input from family and significant caregivers is essential in acquiring an accurate assessment of the individual's functioning level. This information should be incorporated with other formal and informal assessment data to acquire an accurate picture of the individual's overall abilities.

2. *Prioritizing Skills for Training*
   The instructor must evaluate an individual's developmental level and functional abilities in carrying out a task when prioritizing the housekeeping skills to be taught. The individual's current and projected needs and potential for learning a specific task also must be considered. The value of a task as a vocational skill and its status as a prerequisite skill for future tasks also are valid considerations. Input from family and caregivers is essential in developing the most relevant skill priority list.

3. *Realistic Materials and Natural Environment*
   An individual's home is the place where most functional skills are used. That environment or one that is a close simulation are the most appropriate training facilities to provide an individual with the best opportunity for success. It also is important to use as many real materials as possible when teaching a task. This will minimize the need for extensive maintenance and skill generalization.

4. *Cross-Environmental Training*
   It is highly improbable that a severely impaired individual will learn to initiate and generalize a task unless training has taken place in a variety of settings with variable prompts and natural stimuli. Therefore, it is imperative that any task learned in an educational or training facility also must be implemented and generalized into the individual's home and work environments. Training in several pertinent locations is called a cross-environmental approach. This model is recommended by many researchers and specialists in both rehabilitation and special education.

5. *Role of Instructor, Support Staff, and Families*
   Training that takes place in both the classroom and the individual's natural environment is called the classroom-community model (Wehman, Renzaglia, and Bates 1985). An integrated therapy approach is recommended to facilitate successful involvement of support staff in that model. Various support staff provide extensive in-service training and suggestions for functional integration of therapy activities into daily routines for the teaching staff, trainers, family members, and significant

caregivers. In-service training helps to minimize problems in the area of generalization. It also facilitates family involvement in the special education student's Individual Education Plan required by P.L. 94-142.

6. *Task Initiation and Maintenance*
   Once a skill is learned and has been generalized, it is important that it be maintained on a regular basis. It also is important that the individual learn to recognize when the task needs to be carried out and initiate it at that time. This might be done on a scheduled basis for more severely impaired persons or through recognition of environmental cues for an individual who is less impaired.

7. *Task Analysis*
   The use of pictures to illustrate tasks is a successful approach for teaching moderately and severely impaired individuals simple domestic tasks such as cooking, cleaning, and making beds (Robinson-Wilson 1977; Spellman et al. 1978). The *Housework* series provides eleven chapters of task-analyzed illustrated Flip Books and Steps worksheets. The Flip Books contain illustrations of how to carry out the chores; a simple text accompanies the pictures. Initially, the individual must be taught how to use the Flip Book while carrying out each step of the task. Once an individual learns the mechanics of each step, can relate the Flip Book picture to the appropriate action, and can proceed from one picture to the next, it is likely that the individual can learn to carry out the task with little or no supervision. Even nonreaders can be successful when using a pictorial task-analysis approach.

8. *Forward and Backward Chaining and Cluster Training*
   It may be easiest to teach a task using forward or backward chaining or to train clusters of steps when a task has many steps.

   In forward chaining, one step is taught until criterion is reached. Then a second step is added. Once the first and second steps are combined and taught to criterion, a third step is added. This format is followed until all steps are mastered.

   Similarly, backward chaining teaches the last step first until criterion is reached. The next-to-last step is then added on and both are taught to a specified criterion level. This procedure is followed until all steps are chained together in reverse order. One advantage of backward chaining is that the individual always completes the task by finishing the last step or steps of the task and therefore experiences success.

   Another method is to teach a cluster of steps to a criterion level. Once the criterion is met, the next cluster of steps is chained or added.

   It is important to compare training procedures such as forward and backward chaining or cluster training in order to establish the most successful approach for the individual.

9. *Modeling*
In modeling, the instructor performs the task while the individual observes. It is important to present a model when first teaching a task. Once the individual is familiar with the task, use modeling only when prompts and cues are ineffective.

10. *Prompts and Cues*
Prompts or cues are frequently used to support and facilitate the learning process. They can range from the very intrusive use of manipulation and physical prompts to an unobtrusive look, pause, gesture, or word. It is important for the instructor to develop a hierarchy of cues which are appropriate for the individual and relevant to the task. When training, the instructor should use the least intrusive prompts possible, which then are reduced and eliminated until the individual can carry out the task independently.

11. *Reinforcement*
It is important for the instructor to praise the individual for attempting or completing a task, using age-appropriate reinforcers. The more severe the individual's impairment, the more concrete the reinforcement must be. Food, tokens, and stickers are examples of that type of reinforcer. It is desirable to use more natural reinforcers, such as verbal praise, whenever possible. The use of normalized language when giving compliments helps the individual learn to appreciate normal social interactions.

12. *Data Collection*
In many learning activities, it is important to collect data on the individual's performance and record that information on a data chart. This will provide the instructor with feedback on the success of the training program over a period of time. It also may provide useful insights into problem areas, give information about learning styles, and pinpoint types of cues that are effective for the individual. The instructor may decide to alter the manner in which a task is presented or the reinforcers used, based on the data collected. A Data Chart is provided. (See page 387.) It may be necessary to adapt this chart or develop a system that is more relevant to the needs of the individual.

13. *Precautions and Safety Measures*
It is important to teach and follow safety precautions when training an individual in housekeeping skills. Cleaning products, sharp utensils, and electrical appliances all present potential hazards. The instructor must be sure the individual will not eat harmful items or put them near the mouth. Safe substitute cleaners, such as vinegar water, should be used until the instructor is sure the individual can safely handle cleaning products. The individual must be taught proper procedures for handling sharp utensils and electrical appliances. Close supervision is essential when teaching the use of these items.

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Chapter 1

Making the Bed

Letter #1 to Parents or Significant Caregivers

Dear ________________________________ .

Making the bed is a job that is done daily. Changing the bed is usually done weekly when the sheets become soiled. As we change the linens, we talk about the job we are doing, using our new vocabulary and best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Making the Bed. You can help us look at the pictures on the worksheet and find all the things named in the vocabulary. The steps necessary for carrying out this task are listed on the worksheets, Steps for Stripping the Bed, Steps for Making the Bed, and Steps for Changing the Bed. We will be learning and practicing these steps in different activities that teach us various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice these tasks on a regular basis and learn to judge when the sheets are soiled. We must decide which one is a fitted or flat sheet. We must be responsible for putting the dirty sheets in the laundry when the task is finished.

Discussing our work will help us review each step. It's important for us to receive praise for our participation in doing daily chores. This will provide us with a feeling of accomplishment and a sense of pride.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ________________________________,

I am learning how to strip a bed, make the bed, and change the linens. I am also learning the vocabulary and language that is needed in carrying out the task. It is important for me to change the sheets once a week when they become soiled. I am also learning to recognize when this chore needs to be done, rather than relying on others to tell me when to do it. This will improve my independence.

As I carry out the chore, it helps me to talk about my work, using new vocabulary and good sentence structure. All the important words I am learning are listed on the worksheet, Vocabulary List for Making the Bed. You can help me look at the pictures on that worksheet and find all the things named in the vocabulary. The steps necessary for carrying out the tasks are listed on the worksheets, Steps for Stripping the Bed, Steps for Making the Bed, and Steps for Changing the Bed. These steps will tell me how to do various parts of the task in different activities. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice this task daily in our home environment and at the appropriate time. I must also be responsible for putting the dirty linens in the laundry when I have finished my work. It is helpful to talk to others about my work and be recognized for my contributions to the upkeep of our home. This will provide me with a feeling of accomplishment and a sense of pride.

____

(Individual's name)

____

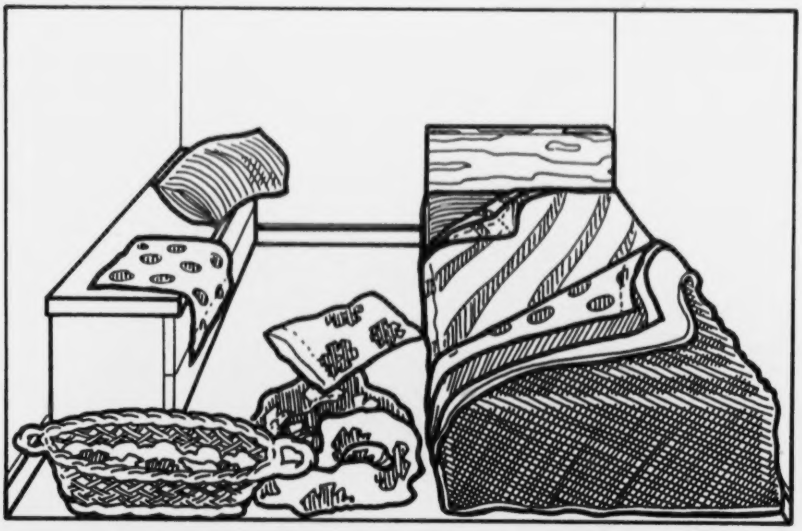
(Staff member's name)

Vocabulary List for Making the Bed

bed
pillow
pillowcase
sheet
top sheet
fitted sheet
bottom sheet
blanket
bedspread
linens
headboard
head
mattress
floor
surface
wrinkle
hamper
laundry
basket
edge

pull
put
remove
set
tuck
shake
smooth
get
fold
lay
cover
grasp
remove
end
center
top
bottom
side
inside
opening

all
both
together
aside
on
off
beside
over
under
between
down
across
additional
clean
dirty
straight
gently
foot
open



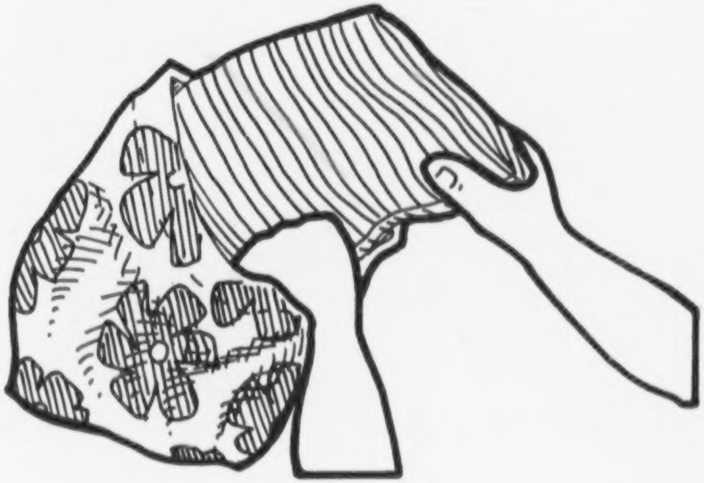
Steps for Stripping the Bed

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Remove the pillow from the pillowcase.
2. Set the pillow aside on a clean surface.
3. Put the dirty pillowcase on the floor away from the bed.
4. Pull the bedspread off the bed.
5. Set the bedspread aside on a clean surface.
6. Pull the blanket off the bed.
7. Set the blanket aside on a clean surface.
8. Pull the top sheet off the bed.
9. Put the dirty sheet on the floor with the dirty pillowcase.
10. Pull the bottom fitted sheet off the bed.
11. Put the dirty sheet on the floor with the other dirty bed linens.
12. Pick up all the dirty bed linens and put them into the hamper.

Steps for Stripping the Bed

1



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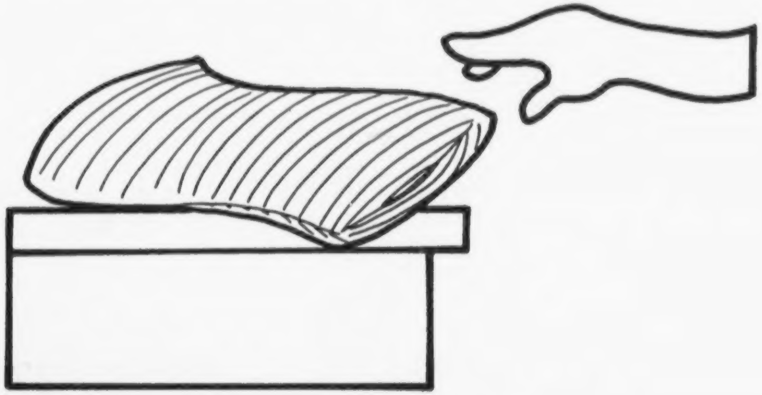

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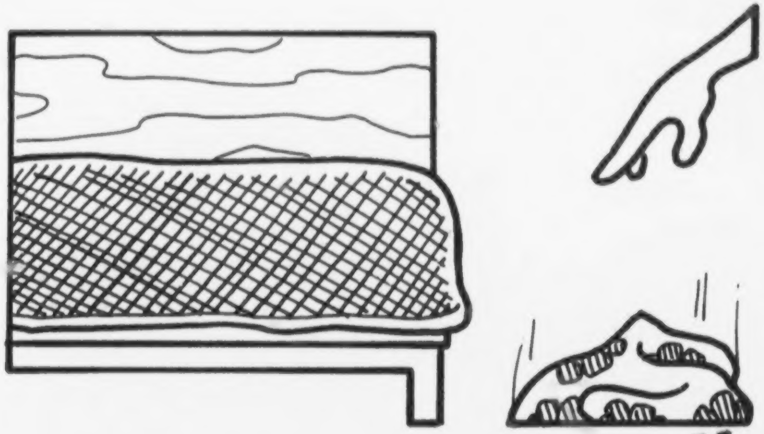
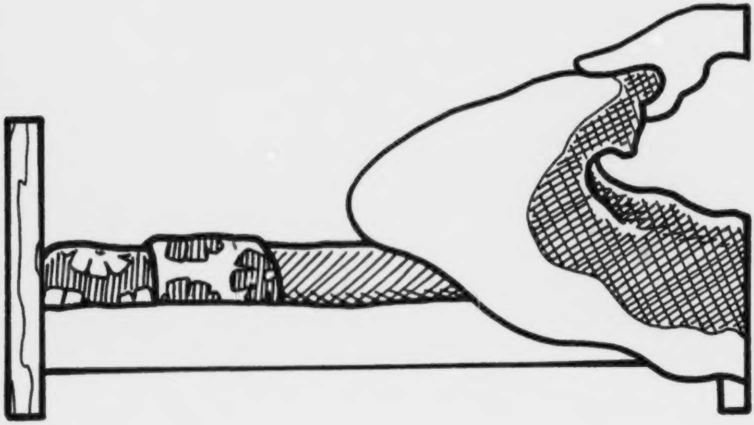


1. Remove the pillow from the pillowcase.

3. Put the dirty pillowcase on the floor away from the bed.

2. Set the pillow aside on a clean surface.

4



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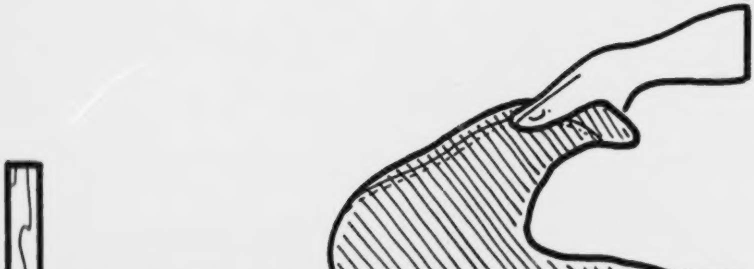

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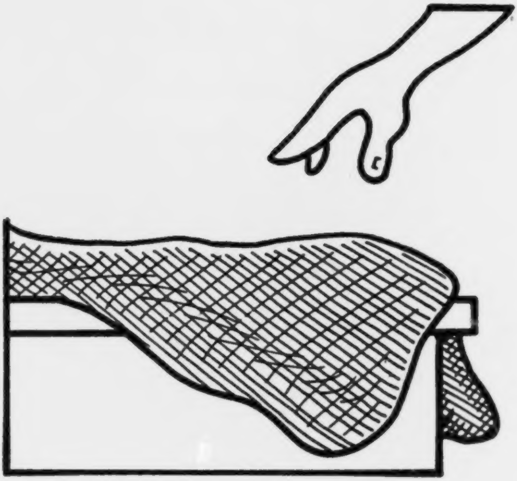

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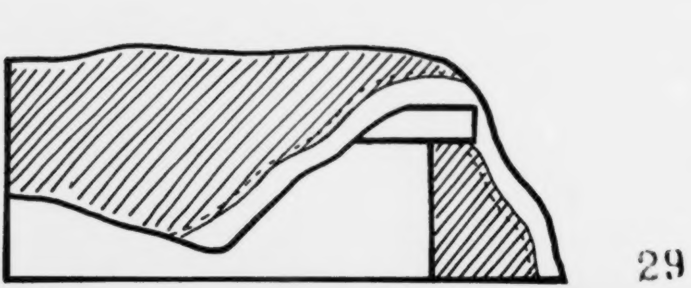

5. Set the bedspread aside on a clean surface.

7. Set the blanket aside on a clean surface.

4. Pull the bedspread off the bed.

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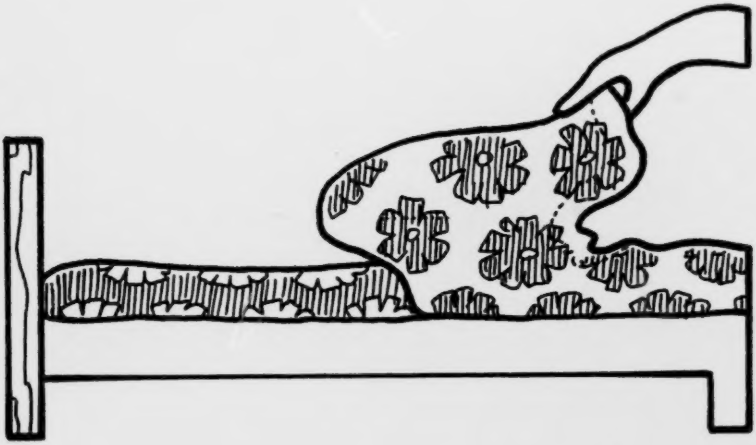
6. Pull the blanket off the bed.

8



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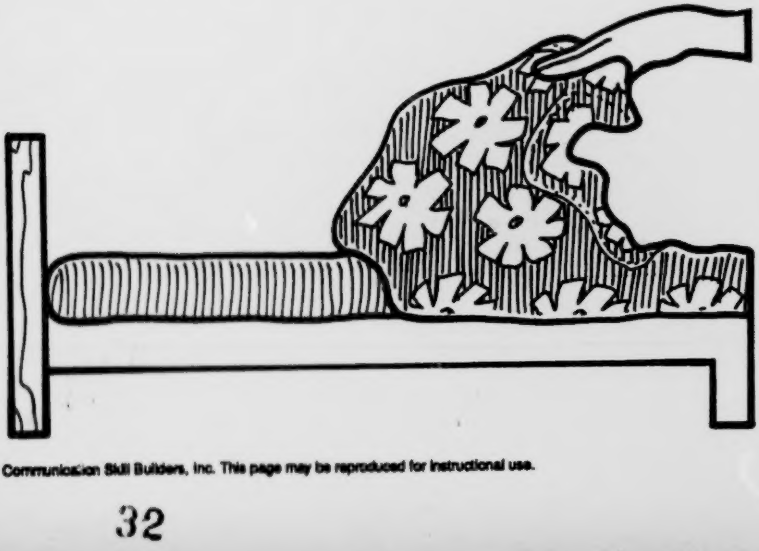

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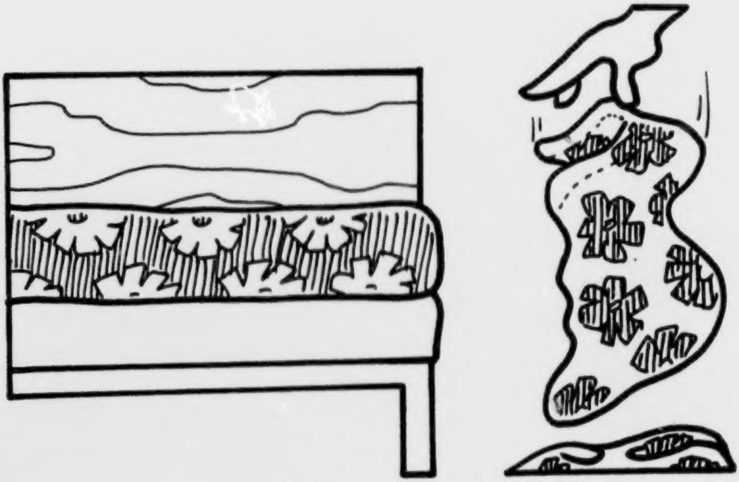

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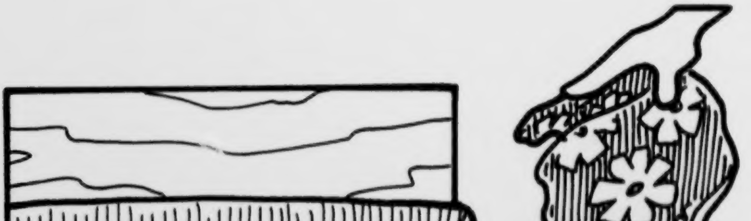


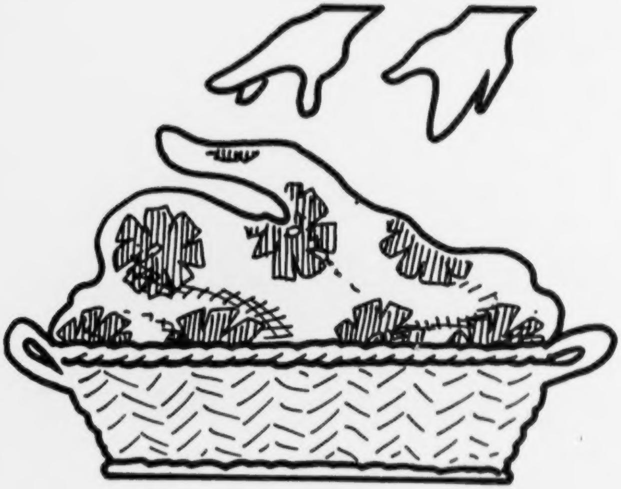
9. Put the dirty sheet on the floor with the dirty pillowcase.

11. Put the dirty sheet on the floor with the other dirty bed linens.

8. Pull the top sheet off the bed.

10. Pull the bottom fitted sheet off the bed.

12



12. Pick up all the dirty bed linens and put them into the hamper.

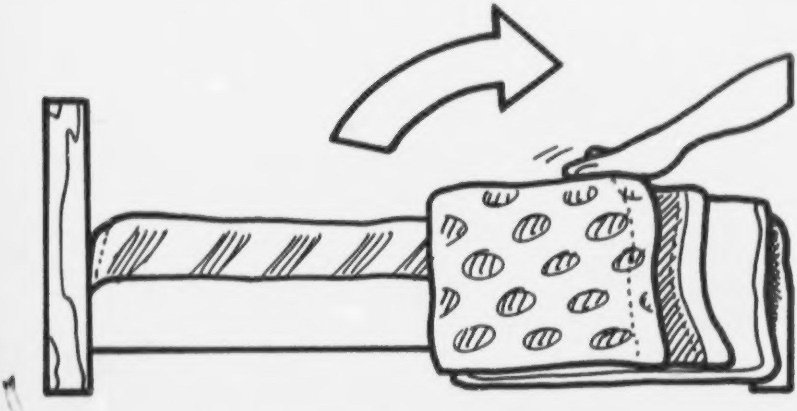
Steps for Making the Bed

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Remove the pillow from the bed and set it aside on a clean surface.
2. Fold the bedspread, blanket, and top sheet back toward the bottom of the bed.
3. Grasp the side of the bottom sheet and pull gently to smooth out the wrinkles.
4. Pick up the top edge of the top sheet and pull it with both hands to the head or top of the bed so it is straight. Make sure there is the same amount of sheet on both sides of the bed and that the top of the sheet is even with the top of the bed.
5. Smooth out the wrinkles.
6. Pick up the top edge of the blanket and pull it with both hands to the head of the bed so it is straight. Make sure there is the same amount of blanket on both sides of the bed and that the top of the blanket is even with the top of the bed.
7. Smooth out the wrinkles.
8. Repeat steps 6 and 7 for additional blankets.
9. Place the bottom of the bedspread so it is about 1 inch from the floor. Make sure there is the same amount of bedspread on both sides of the bed.
10. Pick up the top edge of the bedspread and pull it with both hands to the head of the bed.
11. Fold the top edge of the bedspread back about 18 inches.
12. Pick up the pillow and put it at the head of the bed in the center.
13. Pull the top of the bedspread over the pillow to cover it.
14. Smooth out all the wrinkles.

Steps for Making the Bed

2



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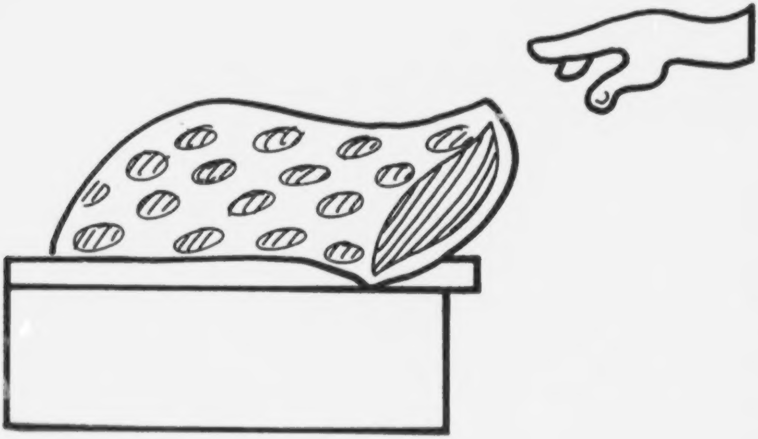

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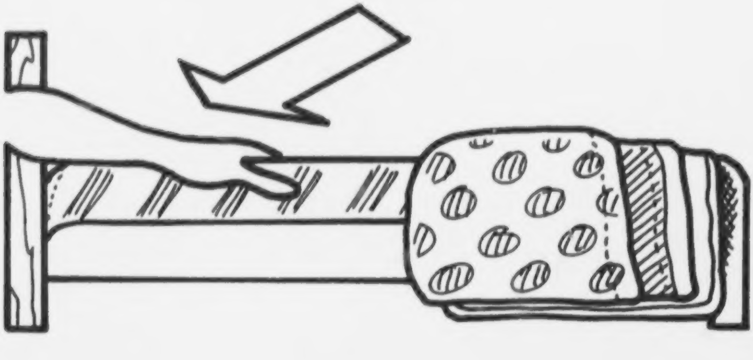
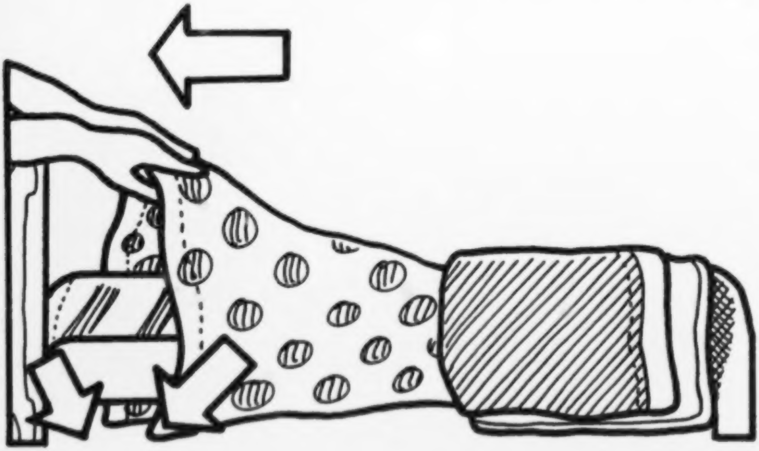


1. Remove the pillow from the bed and set it aside on a clean surface.

3. Grasp the side of the bottom sheet and pull gently to smooth out the wrinkles.

2. Fold the bedspread, blanket, and top sheet back toward the bottom of the bed.

4



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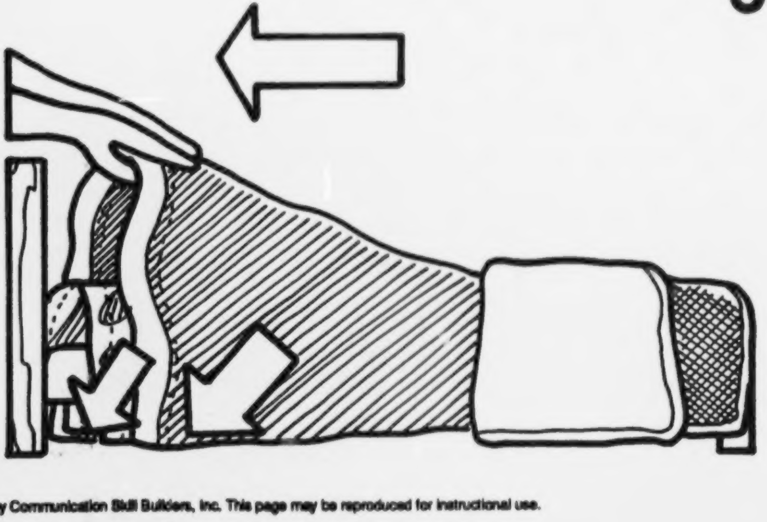

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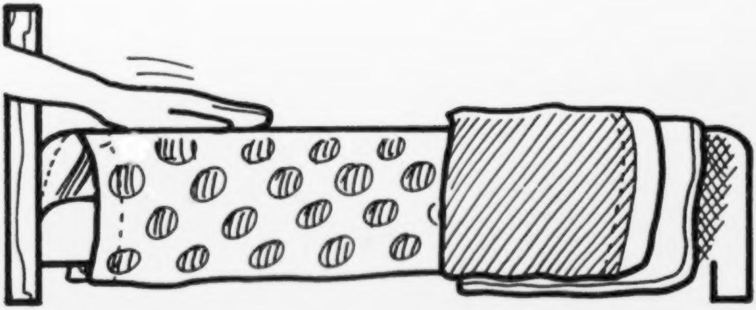

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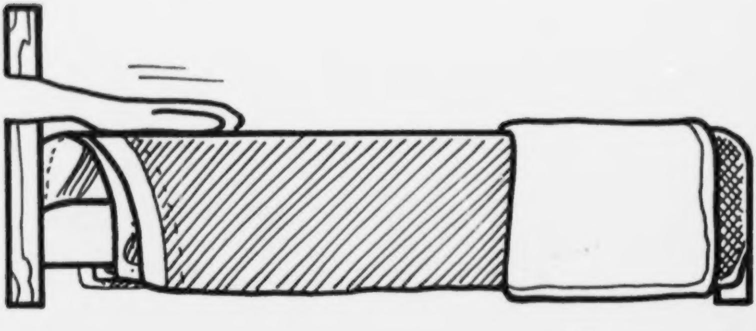


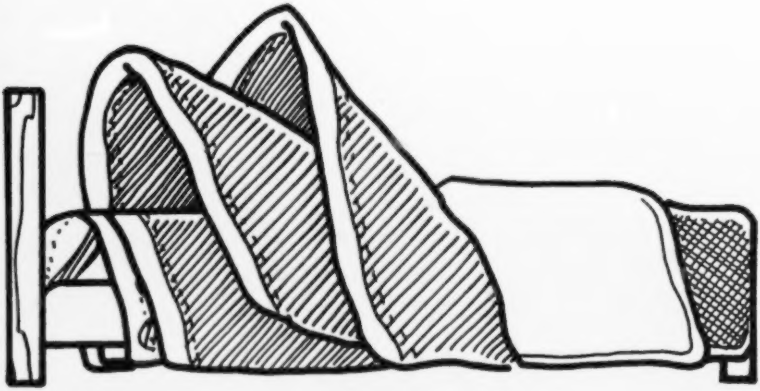
5. Smooth out the wrinkles.

7. Smooth out the wrinkles.

4. Pick up the top edge of the top sheet and pull it with both hands to the head or top of the bed so it is straight. Make sure there is the same amount of sheet on both sides of the bed and that the top of the sheet is even with the top of the bed.

6. Pick up the top edge of the blanket and pull it with both hands to the head of the bed so it is straight. Make sure there is the same amount of blanket on both sides of the bed and that the top of the blanket is even with the top of the bed.

8



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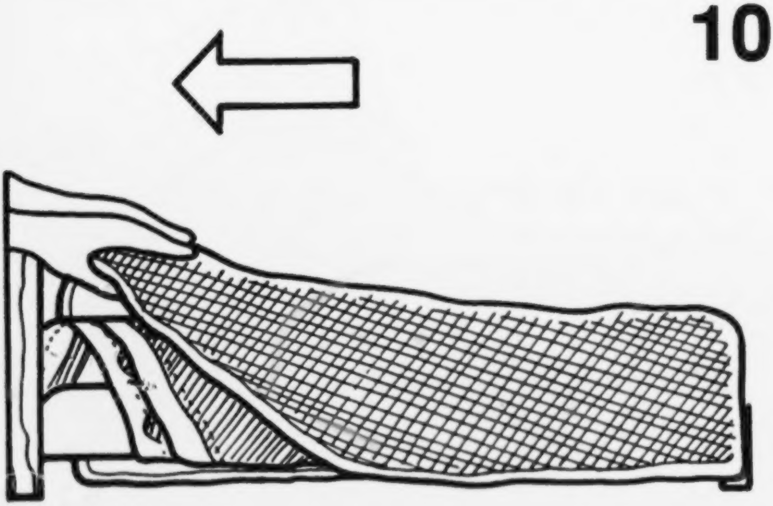

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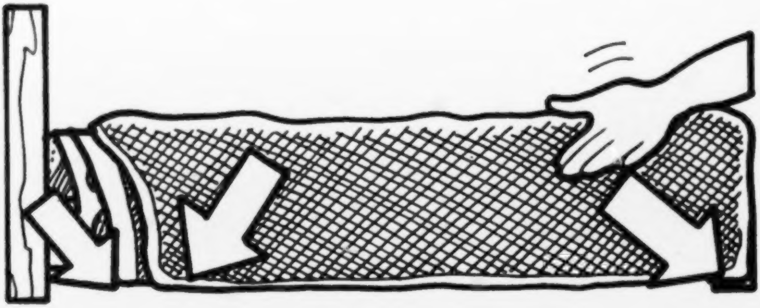

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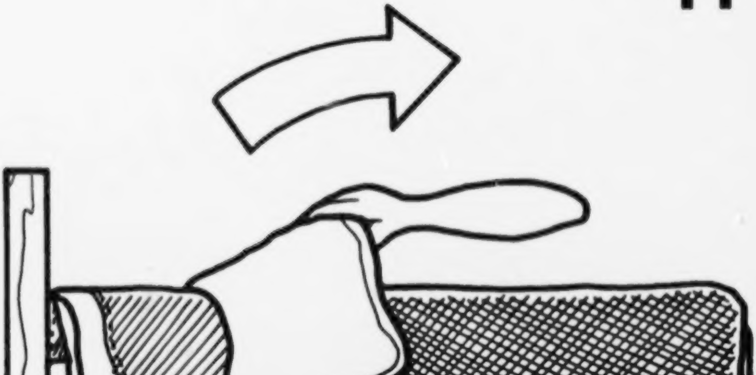


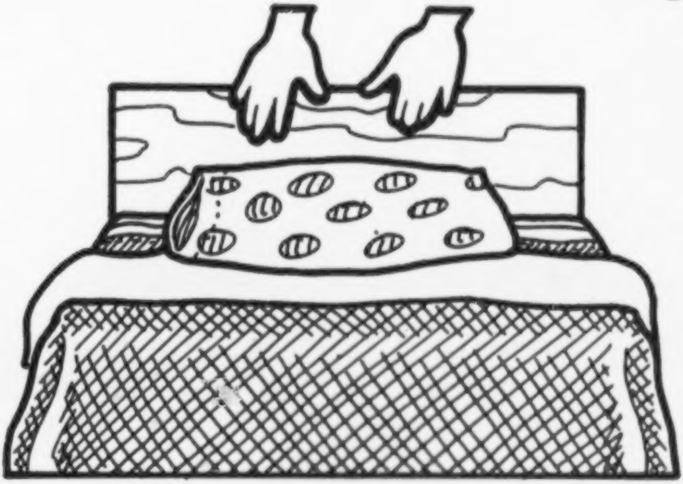
9. Place the bottom of the bedspread so it is about 1 inch from the floor. Make sure there is the same amount of bedspread on both sides of the bed.

11. Fold the top edge of the bedspread back about 18 inches.

8. Repeat steps 6 and 7 for additional blankets.

10. Pick up the top edge of the bedspread and pull it with both hands to the head of the bed.

12



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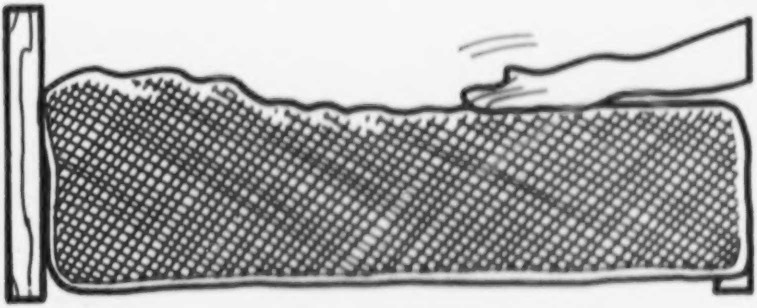

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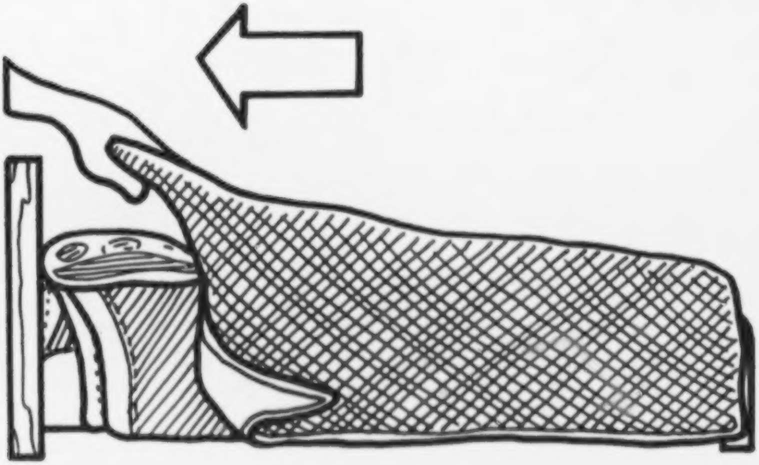


13. Pull the top of the bedspread over the pillow to cover it.

12. Pick up the pillow and put it at the head of the bed in the center.

14. Smooth out all the wrinkles.

Steps for Changing the Bed

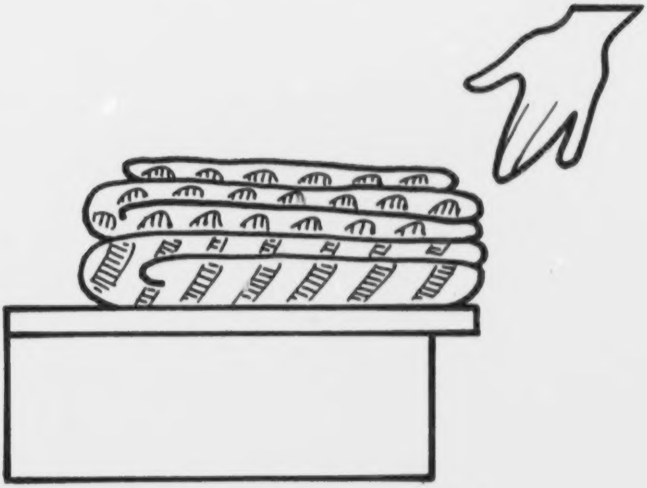
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a pillowcase, bottom fitted sheet, and top sheet.
2. Set them aside on a clean surface.
3. Pick up the bottom fitted sheet and shake it open across the bed.
4. Pull the corners of the fitted sheet over the corners of the mattress. Do this on all four corners.
5. Smooth out the wrinkles.
6. Pick up the top sheet and shake it open across the bed. Make sure there is the same amount of sheet on both sides of the bed and that the top of the sheet is even with the top of the bed.
7. Tuck the bottom of the top sheet under the mattress at the foot or bottom of the bed.
8. Pull the edge of the top sheet with both hands to the top or head of the bed so it is straight.
9. Smooth out the wrinkles.
10. Pick up the blanket and shake it open across the bed.
11. Tuck the bottom of the blanket under the mattress at the foot or bottom of the bed.
12. Pull the top edge of the blanket with both hands to the top or head of the bed so it is straight.
13. Repeat steps 10 through 12 for any additional blankets.
14. Pick up the bedspread and shake it across the bed.
15. Place the bottom of the bedspread so it is almost touching the floor (about 1 inch from the floor). Make sure there is the same amount of bedspread on both sides of the bed.
16. Pick up the top edge of the bedspread and pull it with both hands to the top or head of the bed.
17. Fold the top edge of the bedspread back about 18 inches.

18. Pick up the pillowcase, shake it open, and lay it on the bed.
19. Pick up the pillow and put the end of it inside the opening of the pillowcase.
20. Pick up the pillow and pillowcase together and shake the pillow down into the pillowcase.
21. Put the pillow at the head of the bed in the center.
22. Pull the top of the bedspread over the pillow to cover it.
23. Smooth out all the wrinkles.

Steps for Changing the Bed

2



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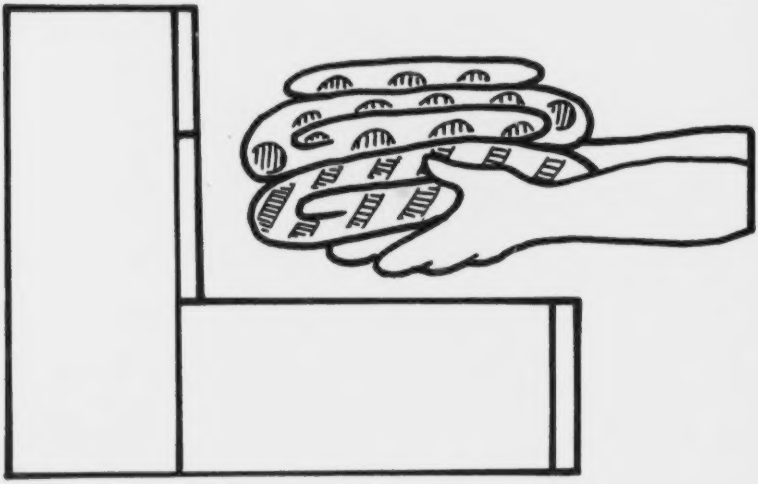

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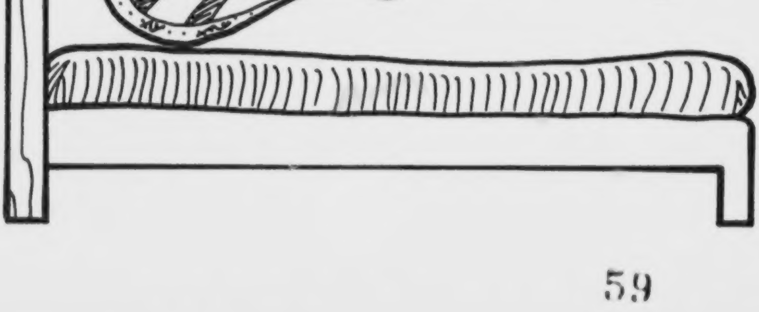
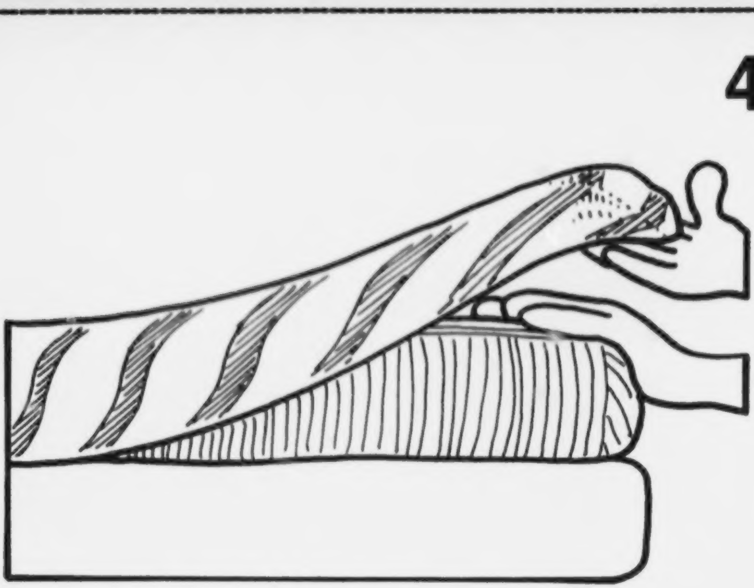


1. Get a pillowcase, bottom fitted sheet, and top sheet.

3. Pick up the bottom fitted sheet and shake it open across the bed.

2. Set them aside on a clean surface.

4



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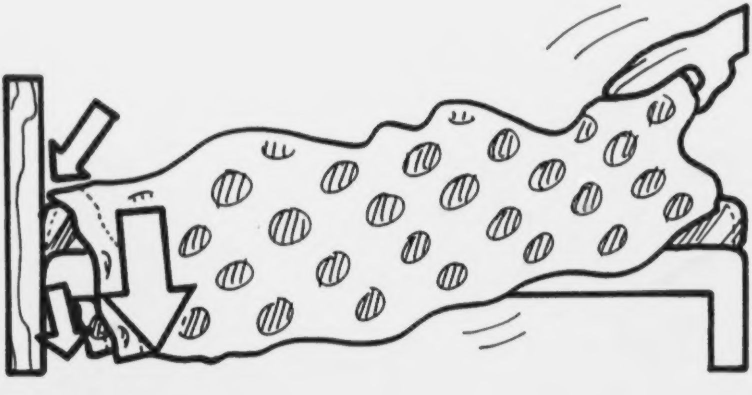

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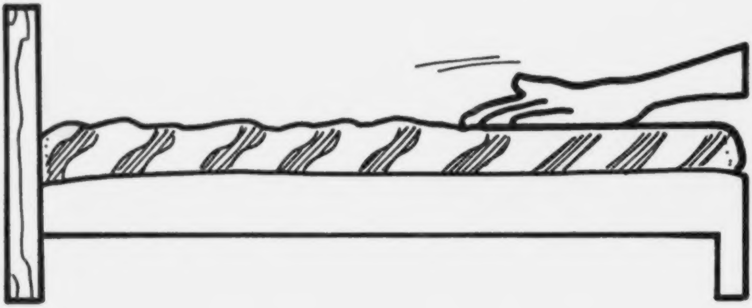

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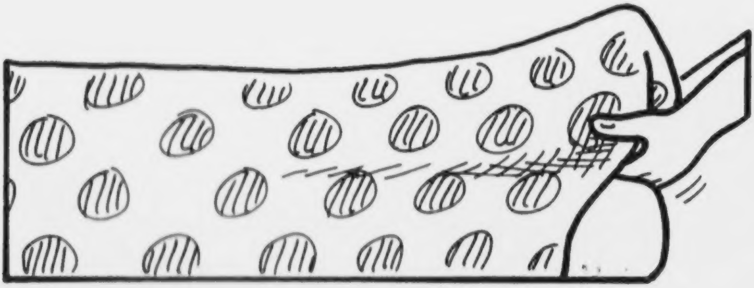

5. Smooth out the wrinkles.

7. Tuck the bottom of the top sheet under the mattress at the foot or bottom of the bed.

4. Pull the corners of the fitted sheet over the corners of the mattress. Do this on all four corners.

6. Pick up the top sheet and shake it open across the bed. Make sure there is the same amount of sheet on both sides of the bed and that the top of the sheet is even with the top of the bed.

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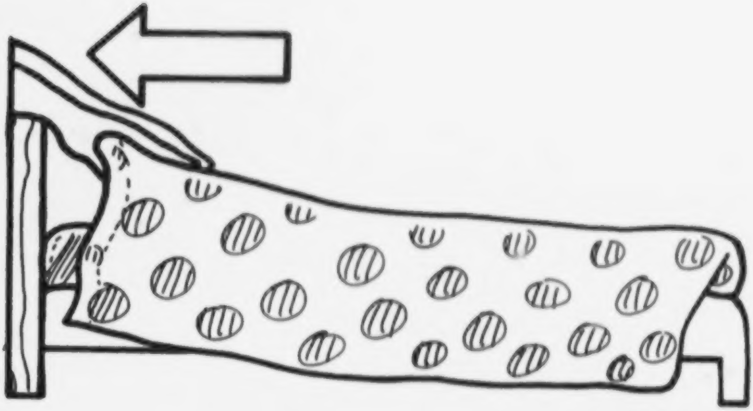

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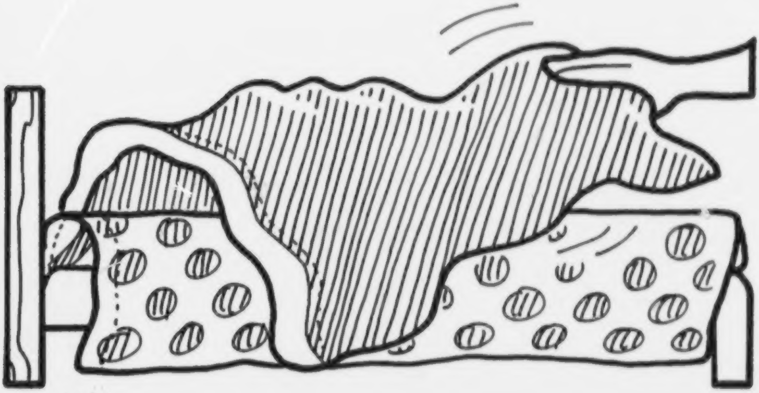

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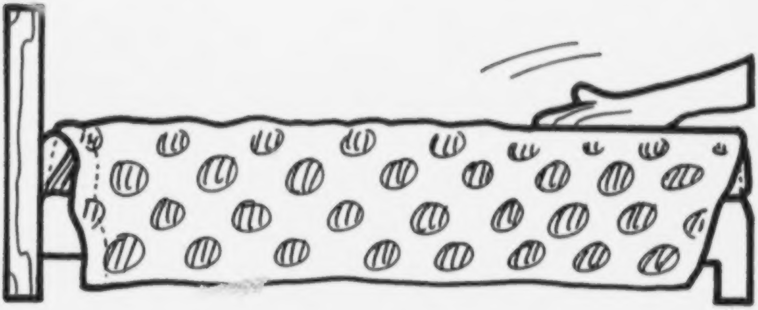

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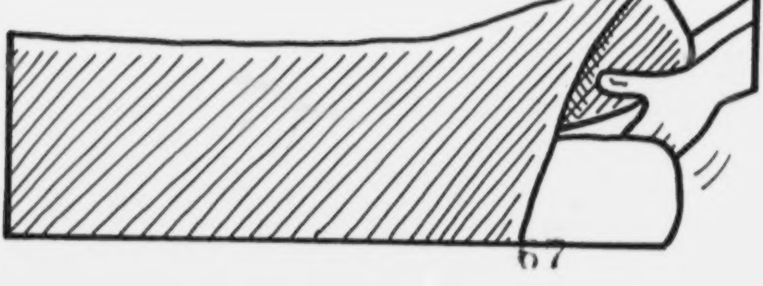


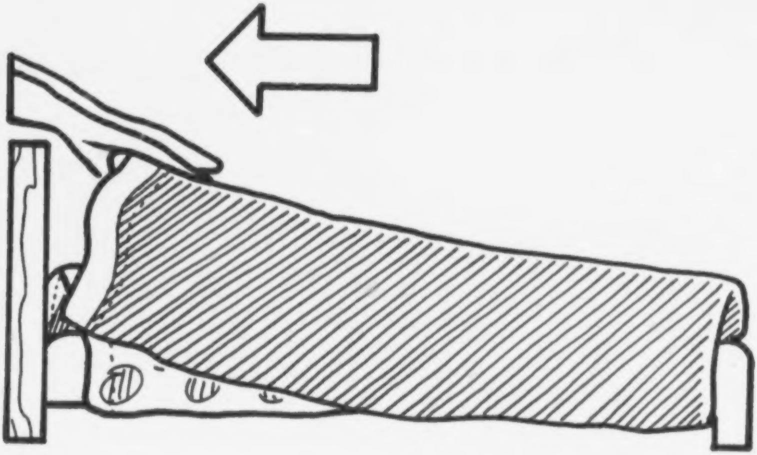
9. Smooth out the wrinkles.

11. Tuck the bottom of the blanket under the mattress at the foot or bottom of the bed.

8. Pull the edge of the top sheet with both hands to the top or head of the bed so it is straight.

10. Pick up the blanket and shake it open across the bed.

12



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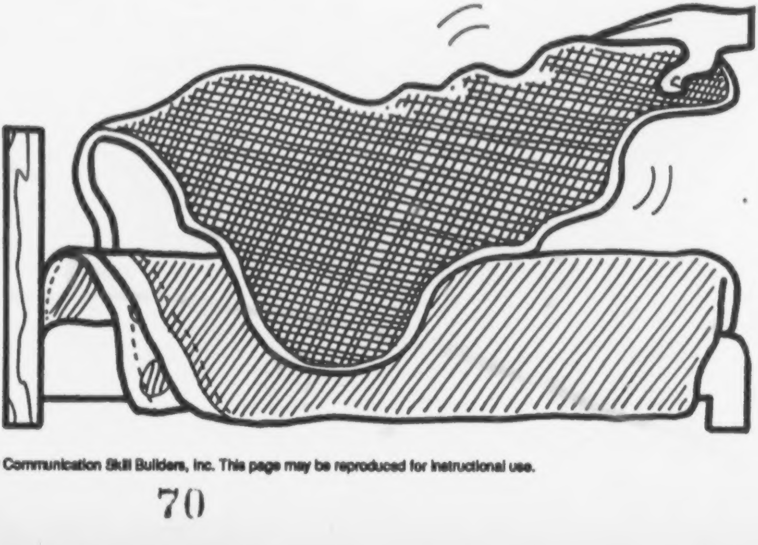

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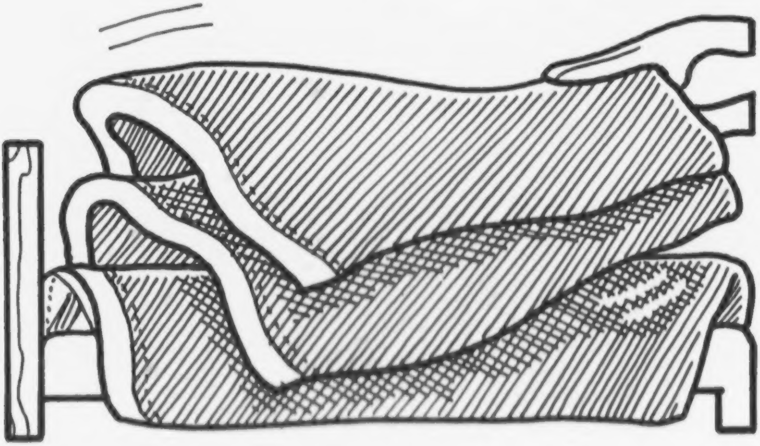

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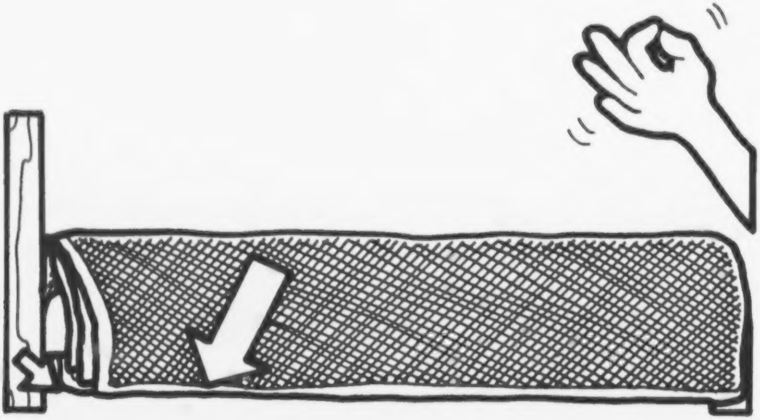


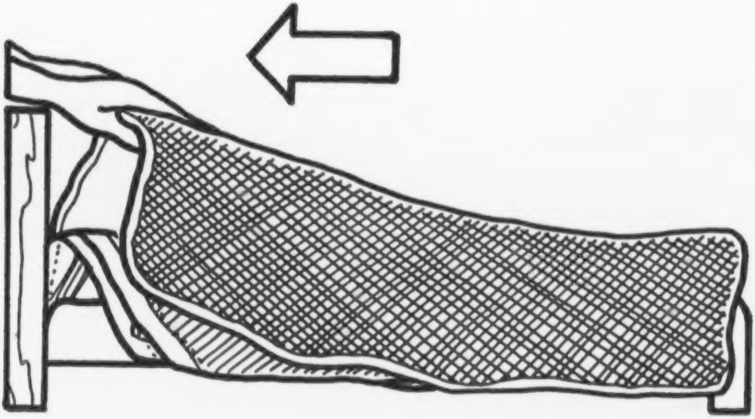
13. Repeat steps 10 through 12 for any additional blankets.

15. Place the bottom of the bedspread so it is almost touching the floor (about 1 inch from the floor). Make sure there is the same amount of bedspread on both sides of the bed.

12. Pull the top edge of the blanket with both hands to the top or head of the bed so it is straight.

14. Pick up the bedspread and shake it across the bed.

16



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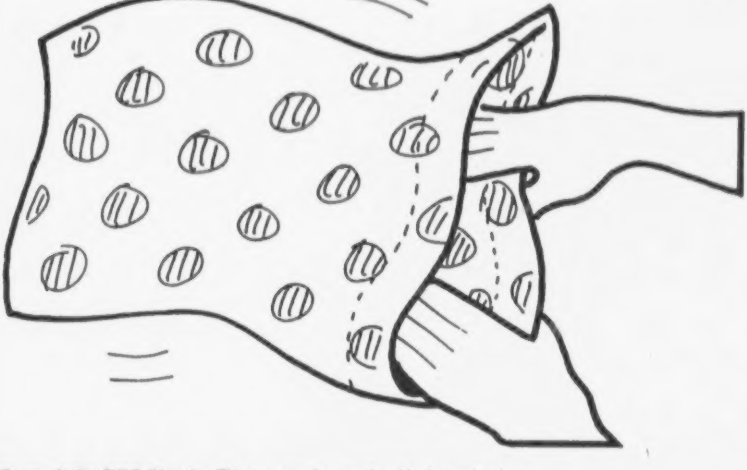

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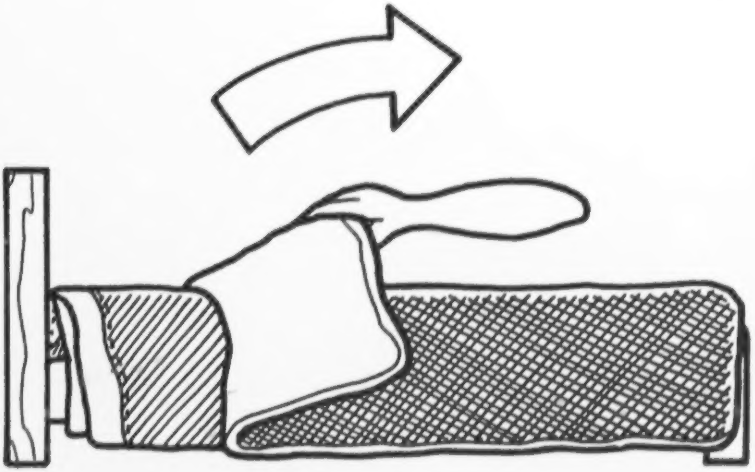

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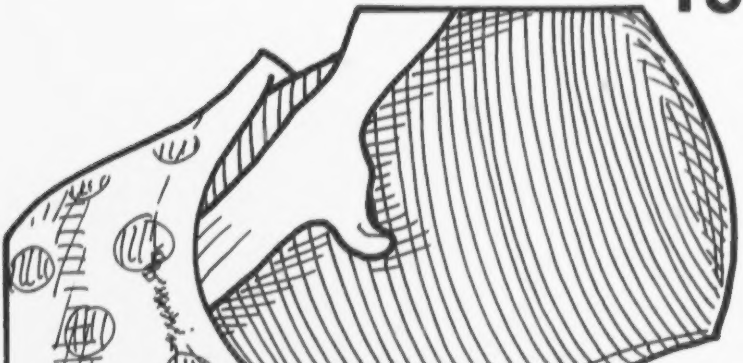


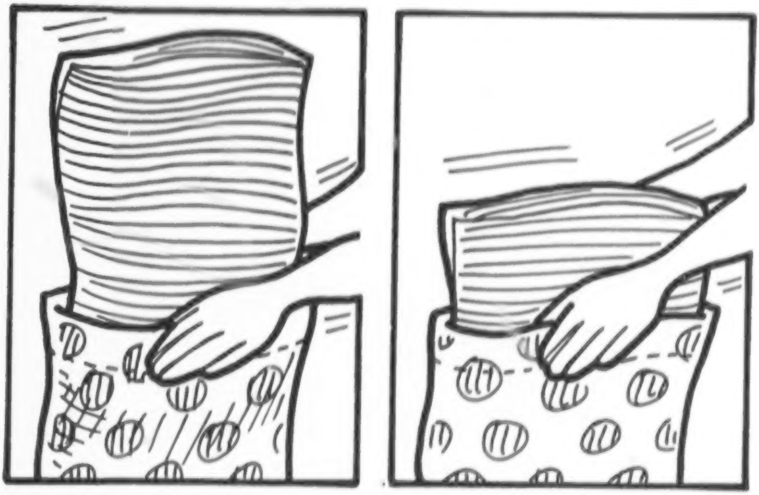
17. Fold the top edge of the bedspread back about 18 inches.

19. Pick up the pillow and put the end of it inside the opening of the pillowcase.

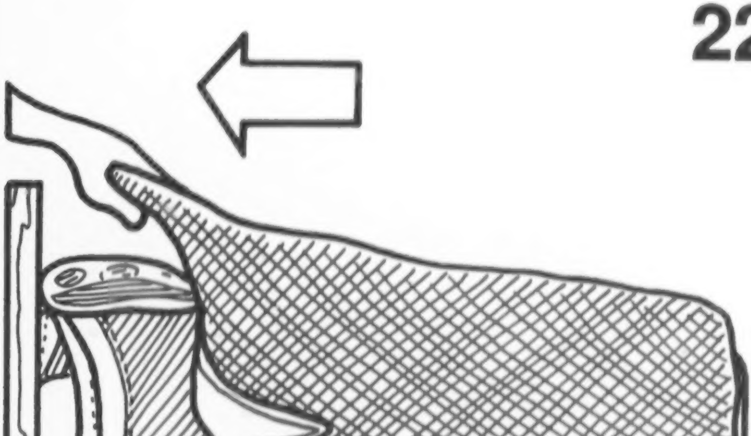
16. Pick up the top edge of the bedspread and pull it with both hands to the top or head of the bed.

18. Pick up the pillowcase, shake it open, and lay it on the bed.

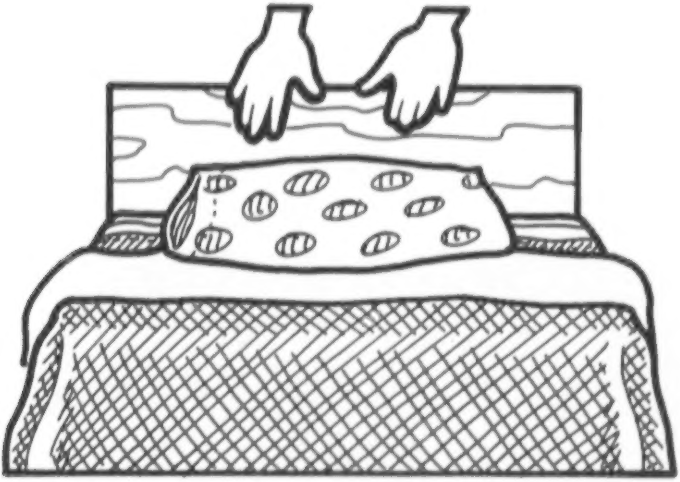
20



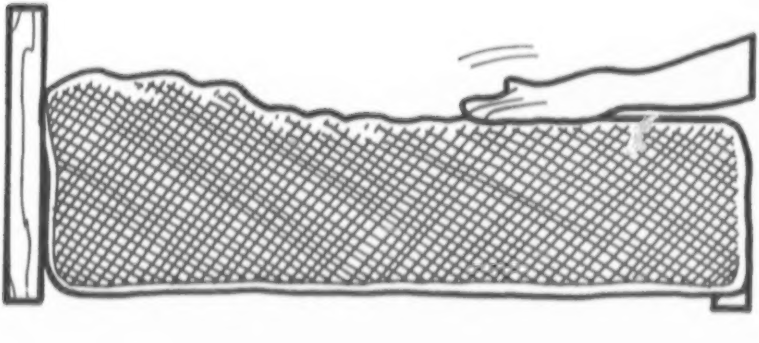
22



21



23



21. Put the pillow at the head of the bed in the center.

23. Smooth out all the wrinkles.

20. Pick up the pillow and pillowcase together and shake the pillow down into the pillowcase.

22. Pull the top of the bedspread over the pillow to cover it.

Object Recognition

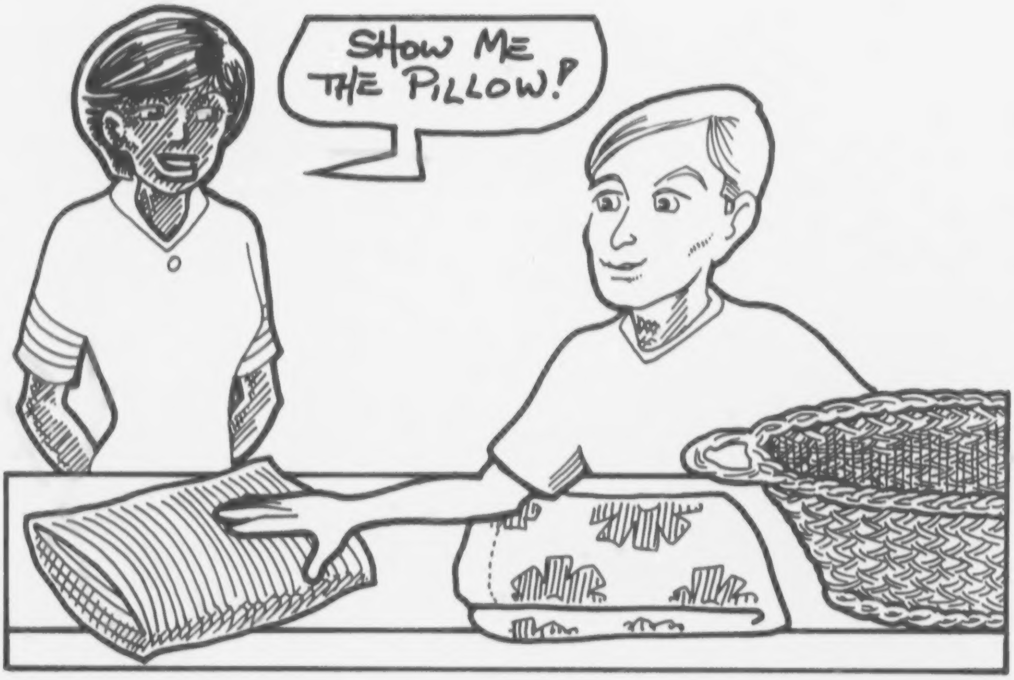
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in making the bed when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 17)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME THE PILLOW!

Recognition of Objects Needed for a Routine Task

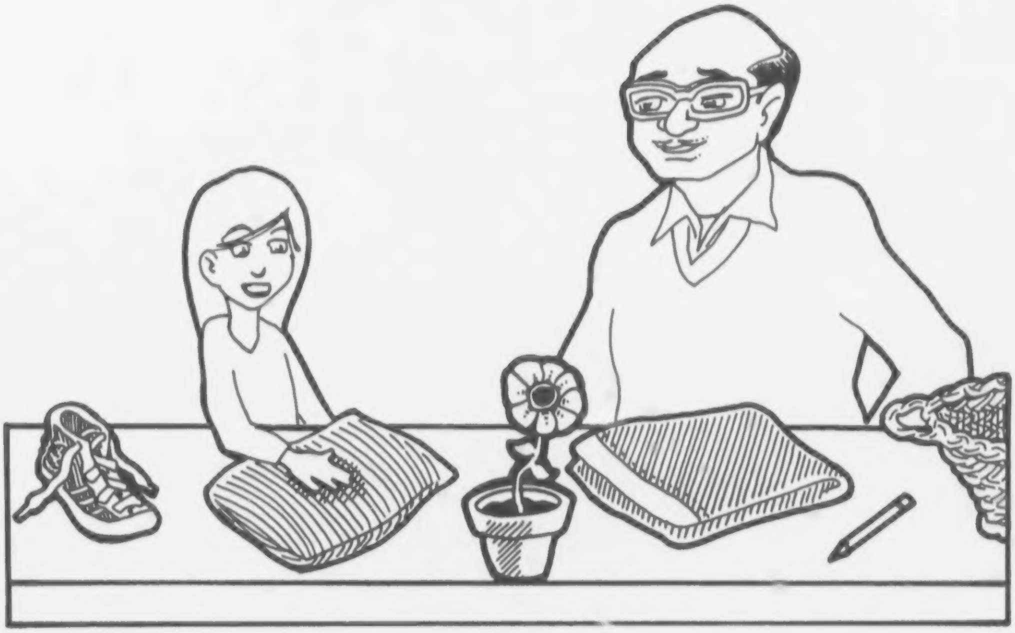
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of making the bed.

MATERIALS: Objects used for the task (See Vocabulary List, page 17)
Other objects that are unrelated to the task.

ACTIVITIES:

1. Present the individual with a choice of items, some related to making the bed and others unrelated to the task. Direct the individual to "Find the ones we use to make the bed."
2. Direct the individual to "Find the things needed to make the bed." Have the individual find the items in their normal storage places.



Picture Search

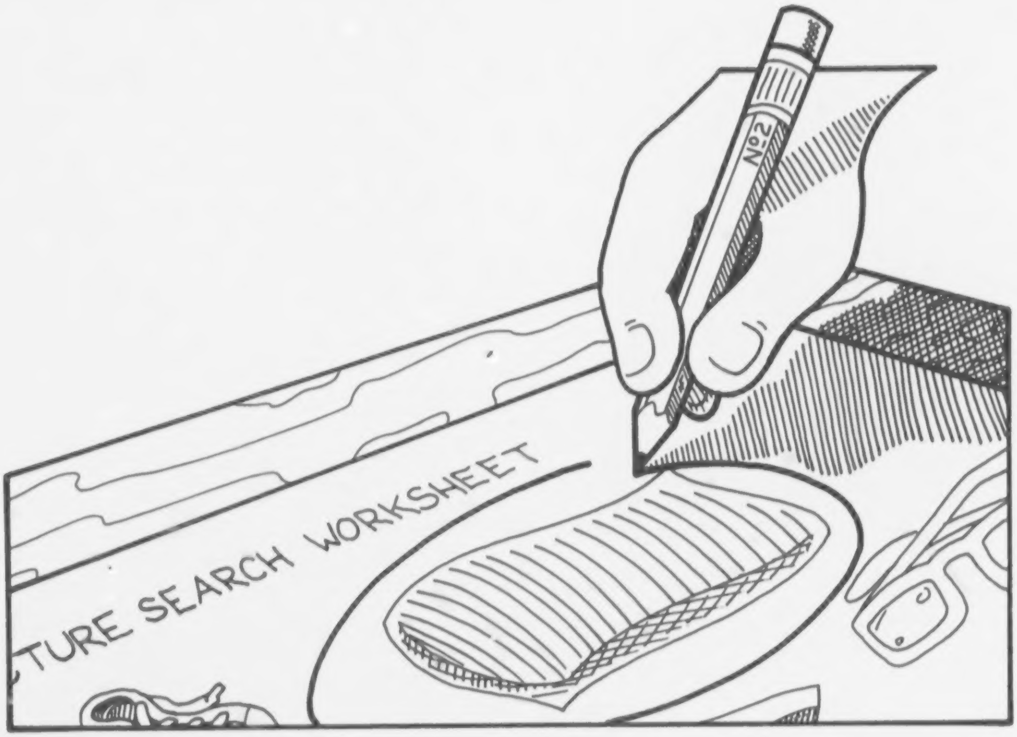
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in making the bed, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

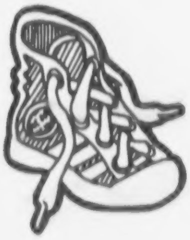
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in making the bed. Do not use the real objects unless the individual needs help.

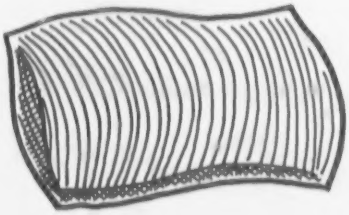


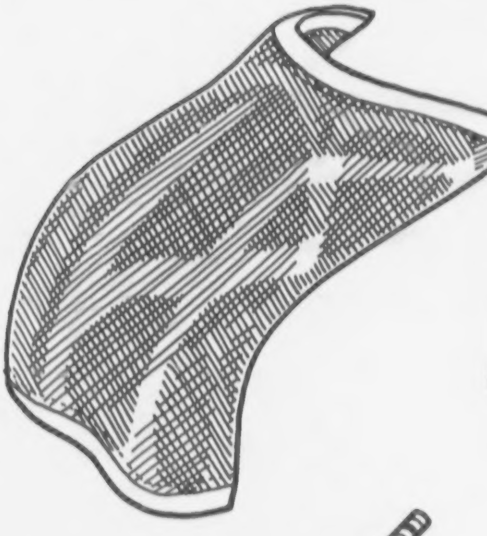
Making the Bed
Picture Search Worksheet

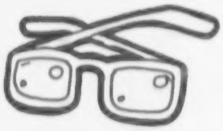
Name ______________________________

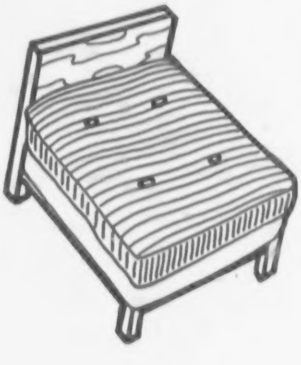
Look at the pictures below. Find the things you use to make the bed. Draw a circle around those pictures.

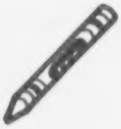


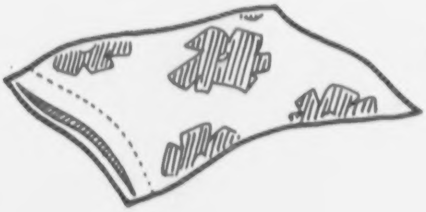


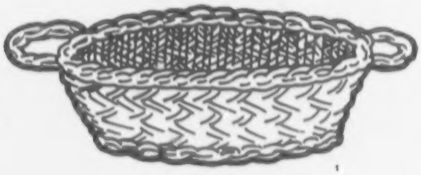












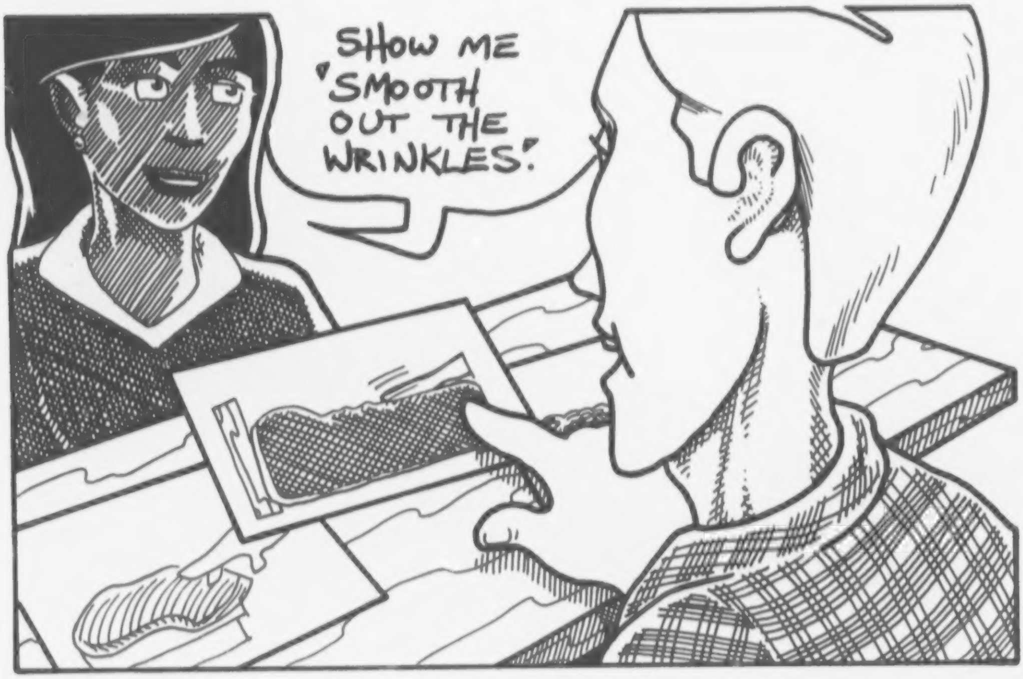
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with making the bed, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


SHOW ME 'SMOOTH OUT THE WRINKLES.'

Follow Single-Step Directions

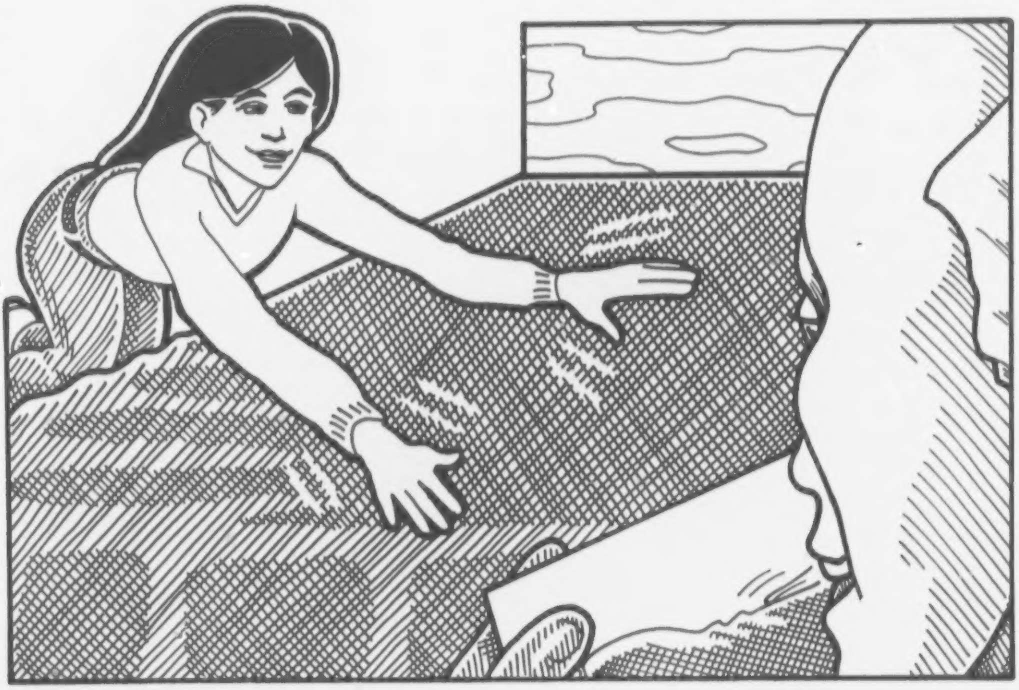
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for making the bed when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Stripping, Making, and Changing the Bed (pages 18, 27, 37-38).

ACTIVITIES: Refer to Steps for Stripping, Making, and Changing the Bed. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

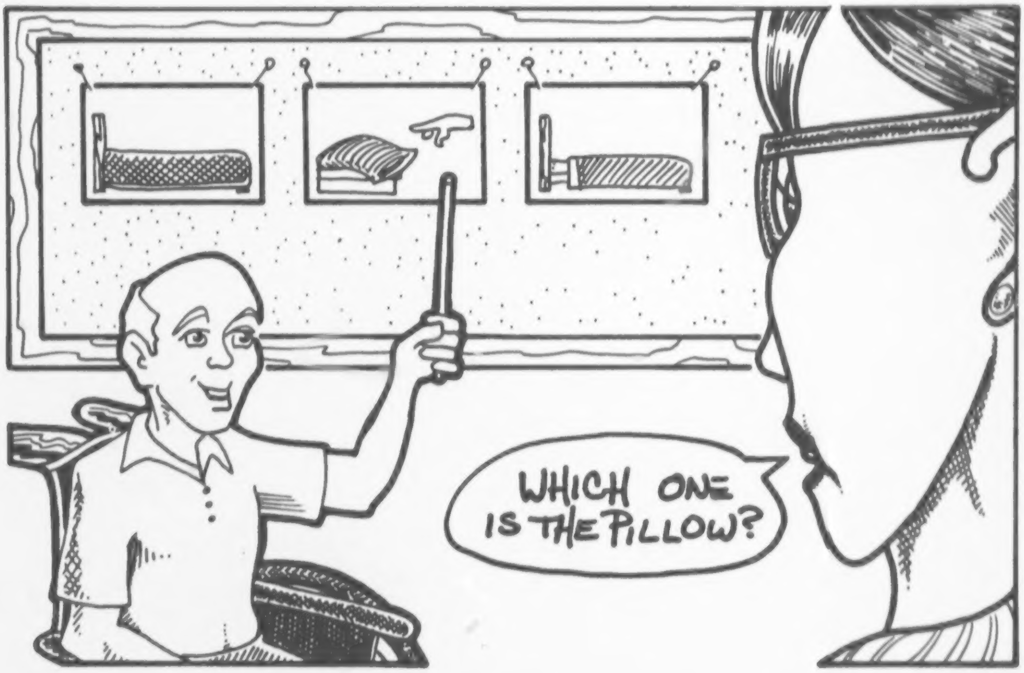
OBJECTIVE: The individual will respond to simple questions about the task of making the bed, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Making the Bed

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Making the Bed lists, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHICH ONE IS THE PILLOW?

Simple Questions for Making the Bed
Level 1

1. Which one is a fitted or bottom sheet?
   Which one is a top sheet?
   Which one is a pillowcase?
2. Which one is the headboard?
   Which one is the mattress?
   Which one is the pillow?
3. Which one is the head of the bed?
   Which one is the foot of the bed?
4. Which sheets are clean?
   Which sheets are dirty?
5. Which one is smooth?
   Which one is wrinkled?
6. What is the person getting?
   What is the person using?
7. What is the person stripping?
   What is the person changing?
   What is the person making?
8. What do you put on the mattress to keep it clean?
9. What do you put on the pillow to keep it clean?
10. What do you put on top of the fitted sheet to keep the blankets clean?

Level 2

11. What do you put on top of the blankets to keep them clean and make the bed look neat?

12. Where do you keep the clean bed linens?

13. Where do you put the dirty bed linens after you have stripped the bed?

14. What do you pull the corners of the fitted bottom sheet over to keep them on the bed?

15. Where do you put the pillow when you are finishing making the bed?

16. Why do you strip the bed (or change the linens)?

17. When do you strip the bed (or change the linens)?

18. What must you do to the sheets, blankets, and bedspread to make them look neat?

19. How close to the floor should the bottom of the bedspread be?

20. What do you do to the top of the bedspread before you put the pillow on the bed?

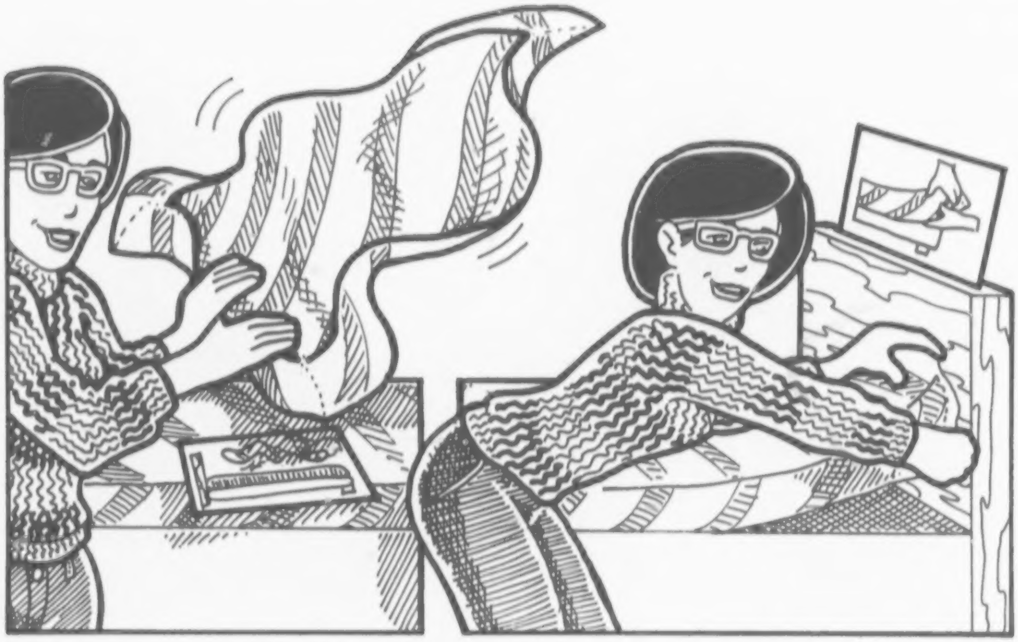
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of making the bed, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

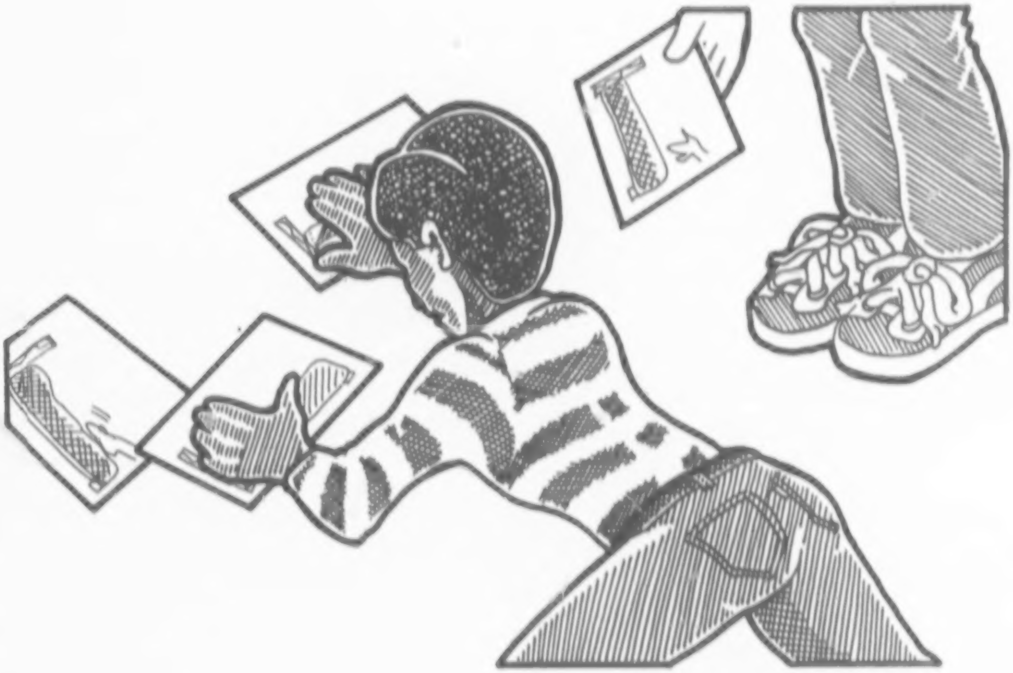
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of making the bed, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

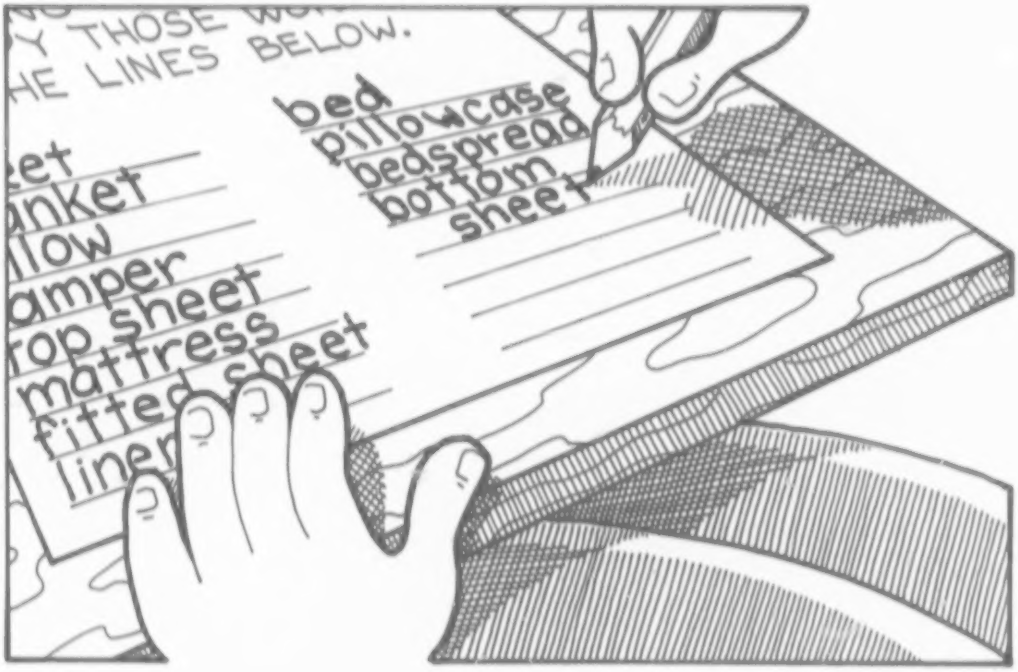
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of making the bed, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in making the bed.
2. Have the individual copy those words on the lines at the bottom of the page.


Y THOSE WO
HE LINES BELOW.
et
nket
llow
amper
top sheet
mattress
fitted sheet
liner
bed
pillowcase
bedspread
bottom
sheet

Making the Bed
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to make the bed. Circle those words.

sheet
cup
top sheet
comb
vacuum
spoon
mattress
bed
sponge
dog
shoe
pillowcase
blanket
table
dish soap
bedspread
counter
book
fitted sheet
dryer
mixer
wash
milk
bottom sheet
pillow
rinse
linen
eraser
hamper
wipe
cup
spray

2. Look at the words you have circled above. These are the things you need to make the bed. Copy those words on the lines below.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Word Closure

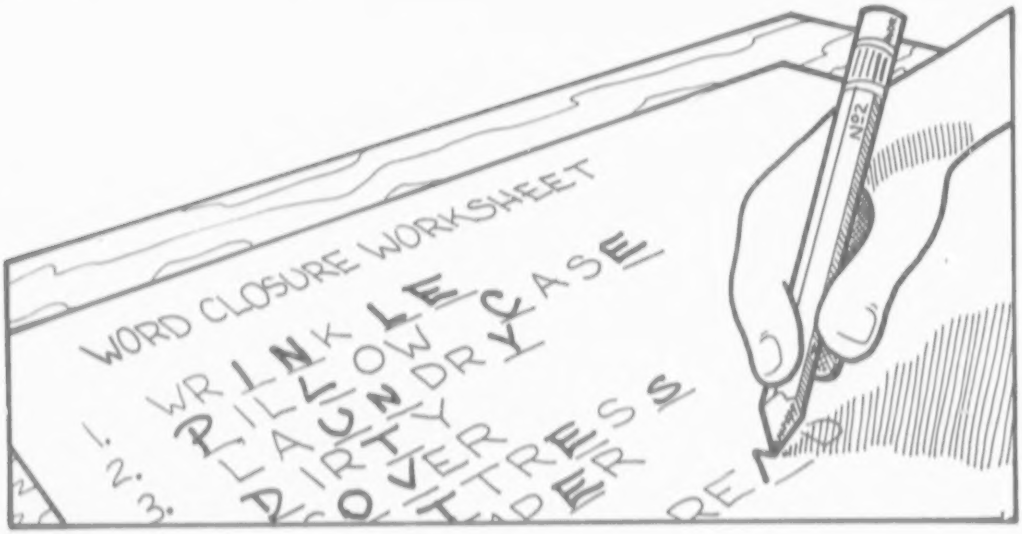
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in making the bed, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Making the Bed
Word Closure Worksheet 1

Name ______________________________

1. F __ T __ E D
   S __ E E T
2. __ I N __ N S
3. P I L __ O __
4. M A __ __ R E S __
5. W __ I N __ L E
6. __ A U __ D R __
7. __ I L __ O W C __ __ E
8. H __ __ P __ R
9. B L __ N __ __ T
10. __ A S K __ __
11. S M __ O T __
12. T __ P S H __ __ T
13. __ E D __ __ R E __ D
14. __ E D
15. H __ A D
16. __ L O __ R
17. T __ C __
18. C __ V E __
19. I __ S __ D E
20. __ O T __ O M
21. C __ N T E __
22. F __ __ T
23. __ I R __ Y
24. F __ L __
25. P __ L __

Vocabulary List

FITTED SHEET
LINENS
PILLOW
MATTRESS
WRINKLE
LAUNDRY
PILLOWCASE
HAMPER
BLANKET
BASKET
SMOOTH
TOP SHEET
BEDSPREAD
BED
HEAD
FLOOR
TUCK
COVER
INSIDE
BOTTOM
CENTER
FOOT
DIRTY
FOLD
PULL

Making the Bed
Word Closure Worksheet 2

Name ______________________________

1. F __ T __ E D
   S __ E E T
2. __ I N __ N S
3. P I L __ O __
4. M A __ __ R E S __
5. W __ I N __ L E
6. __ A U __ D R __
7. __ I L __ O W C __ __ E
8. H __ __ P __ R
9. B L __ N __ __ T
10. __ A S K __ __
11. S M __ O T __
12. T __ P S H __ __ T
13. __ E D __ __ R E __ D
14. __ E D
15. H __ A D
16. __ L O __ R
17. T __ C __
18. C __ V E __
19. I __ S __ D E
20. __ O T __ O M
21. C __ N T E __
22. F __ __ T
23. __ I R __ Y
24. F __ L __
25. P __ L __

Vocabulary List

PULL
WRINKLE
TUCK
SMOOTH
DIRTY
HEAD
BASKET
BOTTOM
COVER
FOOT
INSIDE
BED
MATTRESS
LINENS
FLOOR
PILLOWCASE
BEDSPREAD
PILLOW
FOLD
CENTER
FITTED SHEET
BLANKET
LAUNDRY
HAMPER
TOP SHEET

Making the Bed
Word Closure Worksheet 3

Name ______________________________

1. W R _ _ K _ E
2. _ I L _ O W _ A S _
3. L A _ _ D R _
4. _ I R _ Y
5. C _ _ E R
6. M _ _ T R _ S _
7. H _ M P _ R
8. T _ C _
9. _ E D _ P R E _ D
10. F _ _ T
11. B A _ K _ T
12. B _ _ T O M
13. _ E N T _ R
14. _ L A N _ _ T
15. L _ N E _ S
16. I N _ _ D E
17. P I _ _ O W
18. _ _ T T E D
    S _ _ E T
19. H _ A D
20. T _ P S H _ _ T
21. P _ _ L
22. _ E D
23. _ O L D
24. S M _ _ T H
25. _ L O _ R

Vocabulary List

TOP SHEET
LINENS
HAMPER
FLOOR
LAUNDRY
PILLOWCASE
BLANKET
BEDSPREAD
FITTED SHEET
PILLOW
CENTER
BOTTOM
BASKET
PULL
MATTRESS
WRINKLE
BED
TUCK
INSIDE
SMOOTH
FOOT
DIRTY
COVER
HEAD
FOLD

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

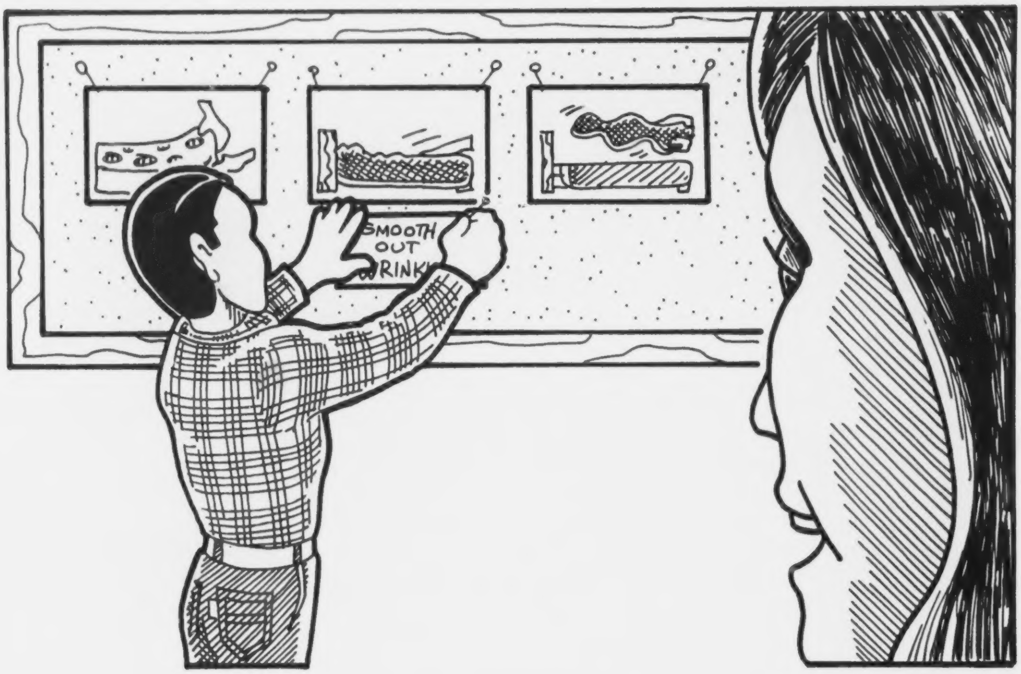
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

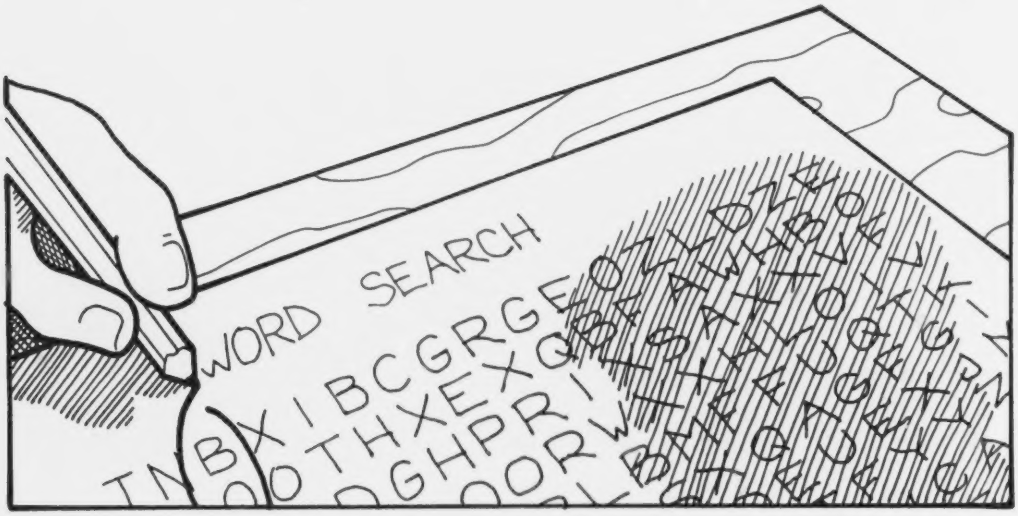
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with making the bed, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Making the Bed
Answer Keys
Word Search Puzzle 1

```
P I L L O W C A S E B A S K E T C O V E R
M A T T R E S S L I N E N S I N S I D E .
. . F O O T H E A D . . . . . . . F O L D
. . . B L A N K E T . . . . . . . . . . .
. . . . . . . . C E N T E R . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . T O P S H E E T F L O O R
W R I N K L E B E D . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
S M O O T H . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
B O T T O M P U L L T U C K . . . . . . .
. . . P I L L O W D I R T Y . . . . . . .
L A U N D R Y . . . . . . . . . . . . . .
. . . . F I T T E D . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . B E D S P R E A D H A M P E R . . . .
```

Word Search Puzzle 2

```
. . . . B . . . . . . . . . . . . . .
. . S M O O T H . . . . . . . . . . .
. . . . T . . . . . . . . . . . . . .
. . . . T . F L O O R . . . . . . . .
. . . . O L I . W B . . . . . . . . .
. . . . M A T T R E S S . . . . . . .
. . . . . U T P I D . . . . . . . . .
. . . . . N E I N S I D E T . . . . .
. . . . . D D L K P I L L O W C A S E
. . . . . R . L L R . . . P . E . . .
. . . . . Y . O E E . . . S D N . . .
. . . . . . . W . A . . . H I T . . .
. . . . . . . . . D . . . E R E . . .
. . . F O O T . B L A N K E T R . . .
. . . O . . . H A M P E R T Y . . . .
. B . L I N E N S T U C K . . . . . .
H E A D . . . . K . L . . . . . . . .
. D . . . C O V E R L . . . . . . . .
. . . . . . . . T . . . . . . . . . .
```

Word Search Puzzle 3

```
. . . . . . . . . K . . . . . . . .
. . . . F . . . C R . . . . . . . .
. . . . . I . U E . . . . . . . . .
. . . . . . T P . . . . . H . D . E
. . . . . . M T . . H . . . E M S .
. . . . B A S K E T . . . B O A . .
. . . . H C . . O D . . . T C T D .
. . . . F L O O R P T F T W . T . .
. . . P . . M V B E U O O . . R . .
. . . I N S I D E . B L . . . E . .
. . . L . . . H D R L D L W . S . .
C . F L . . S . S I A A L R . S . .
. E . O . P . . P . N . U I . . . .
. . N W O . . . R . K . . N N . . .
D I R T Y T . . E . E . . K D E . .
. . . . E . . . A . T . . L . R N .
. . . . . R . . D . . . . E . . Y S
```

Making the Bed
Word Search Puzzle 1

Name ______________________________

P I L L O W C A S E B A S K E T C O V E R
M A T T R E S S L I N E N S I N S I D E Z
H O F O O T H E A D F Q W C V W K F O L D
F M X B L A N K E T X F A P X D T Z N F R
X F M B J C C W C E N T E R U T T E Z S O
R F Z F I K H S N S I Z S W W E D V F F Q
M C W Y Z B R U T O P S H E E T F L O O R
W R I N K L E B E D G W C P T K Z E Z C U
F E S M Q J G V B W F Y E T M H U B Z Q X
S M O O T H E G F P N Y U M J E R H E H D
E T M H R C R V N E K E X J E W D B C O G
X A V P J I A S V H K B N F O S W I H K C
Q M O I X B K C K N S F O V C Z L R C P H
B O T T O M P U L L T U C K R W V E W Z Z
F Y N P I L L O W D I R T Y Y G Z G F X W
L A U N D R Y C P O O R G Y V V A U T X S
K B Y L F I T T E D A E T N P V Q A U H L
T L M J R K S G Q R R L A K C J F M Z D F
E C B E D S P R E A D H A M P E R A Q K W

Can you find these words?

PILLOWCASE
MATTRESS
WRINKLE
INSIDE
HAMPER
FITTED
FLOOR
FOOT
BED

BEDSPREAD
BLANKET
CENTER
SMOOTH
PILLOW
DIRTY
PULL
TUCK

TOP SHEET
LAUNDRY
BOTTOM
BASKET
LINENS
COVER
FOLD
HEAD

Making the Bed
Word Search Puzzle 2

Name ______________________________

L L T N B X I B C G R G E O Z L D Z E
Y Y S M O O T H X E X Q B F A W H B O
J A Y X T Q D G H P R I X S A X X V F
V D W S T W F L O O R W X X H L O I V
M I T Q O L I I W B L B M F F U Q T K
V A I S M A T T R E S S X Q A G F G I
I A X B F U T P I D K Y D E U E X J M
K J J A A N E I N S I D E T F Y Y Z R
J W J P Z D D L K P I L L O W C A S E
S L B U H R Q L L R U J J P L E C N X
C Y V K Y Y Q O E E U M W S D N V U E
R I M K N W W W G A O G N H I T Q C D
B K Y D L Z I K H D O M E E R E R H L
X A S F O O T D B L A N K E T R U Y J
Q E D O S C C H A M P E R T Y I J R U
X B B L I N E N S T U C K H A D I B J
H E A D I R K S K V L I Q G N L M C F
Z D K R Y C O V E R L U Q Y Q P K U X
U Q L E S Z H V T D U I Z J R I T K B

Can you find these words?

PILLOWCASE
MATTRESS
WRINKLE
INSIDE
HAMPER
FITTED
FLOOR
FOOT
BED

BEDSPREAD
BLANKET
CENTER
SMOOTH
PILLOW
DIRTY
PULL
TUCK

TOP SHEET
LAUNDRY
BOTTOM
BASKET
LINENS
COVER
FOLD
HEAD

Making the Bed
Word Search Puzzle 3

Name ______________________________

V	G	G	X	R	U	A	V	O	K	K	J	V	Q	T	D	N	S
F	B	X	N	F	L	K	C	C	R	P	H	O	W	Q	T	F	S
G	N	J	X	Z	I	V	U	E	L	X	T	A	L	F	M	I	P
Q	U	V	C	V	S	T	P	S	Y	S	T	I	H	H	D	S	E
W	V	J	W	N	H	M	T	H	K	H	X	X	A	E	M	S	S
U	N	L	P	B	A	S	K	E	T	T	C	G	B	O	A	Z	C
Z	U	U	L	H	C	O	F	O	D	V	K	G	T	C	T	D	E
D	F	O	B	F	L	O	O	R	P	T	F	T	W	U	T	D	B
M	G	R	P	W	J	M	V	B	E	U	O	O	P	R	R	G	Q
O	Y	G	I	N	S	I	D	E	T	B	L	J	P	A	E	X	J
S	X	N	L	T	E	X	H	D	R	L	D	L	W	O	S	D	V
C	W	F	L	Z	W	S	S	S	I	A	A	L	R	B	S	Y	L
V	E	R	O	I	P	J	Q	P	S	N	B	U	I	S	W	F	L
G	G	N	W	O	E	A	B	R	J	K	W	O	N	N	Q	K	Q
D	I	R	T	Y	T	C	A	E	H	E	V	T	K	D	E	X	O
X	Z	Q	N	E	R	E	O	A	P	T	X	U	L	F	R	N	U
B	X	K	I	V	R	U	J	D	F	D	V	P	E	F	D	Y	S

Can you find these words?

PILLOWCASE
MATTRESS
WRINKLE
INSIDE
HAMPER
FITTED
FLOOR
FOOT
BED

BEDSPREAD
BLANKET
CENTER
SMOOTH
PILLOW
DIRTY
PULL
TUCK

TOP SHEET
LAUNDRY
BOTTOM
BASKET
LINENS
COVER
FOLD
HEAD

Crossword Puzzles

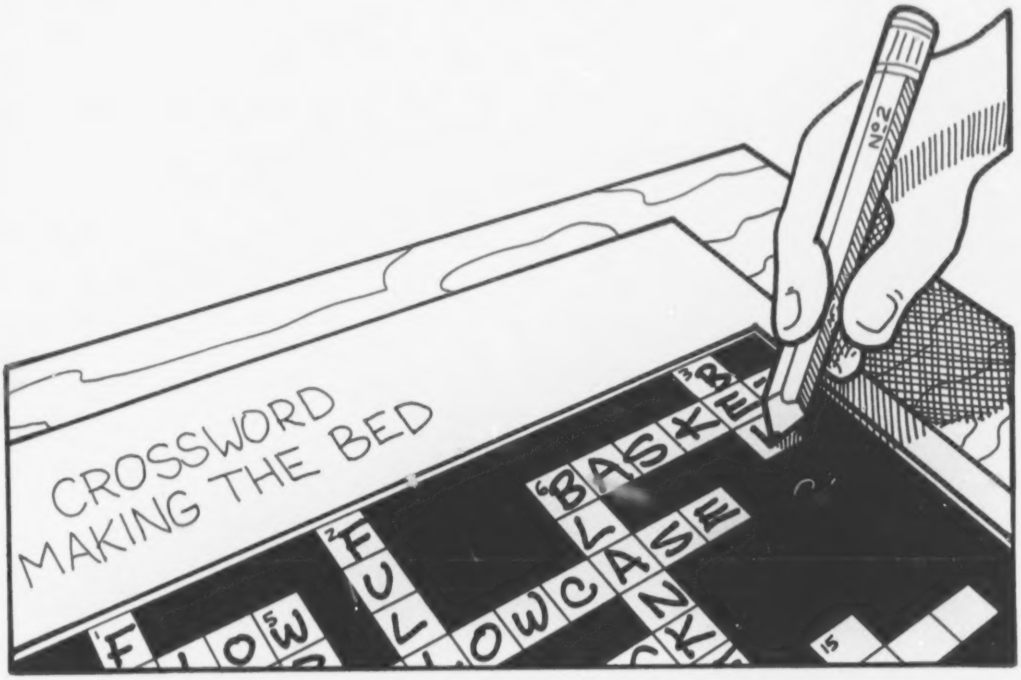
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in making the bed.

MATERIALS: Crossword Puzzle 1, 2, or 3

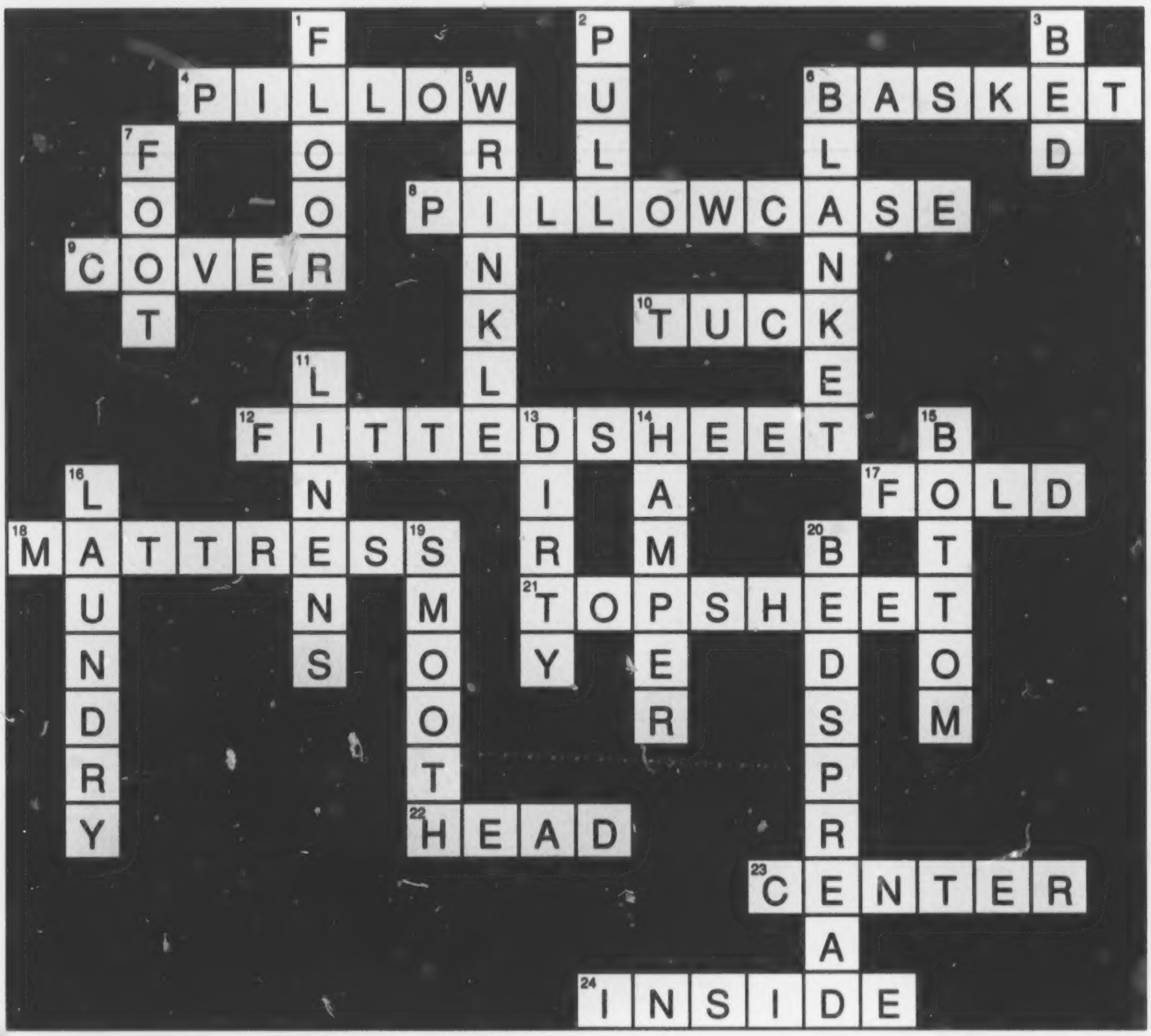
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



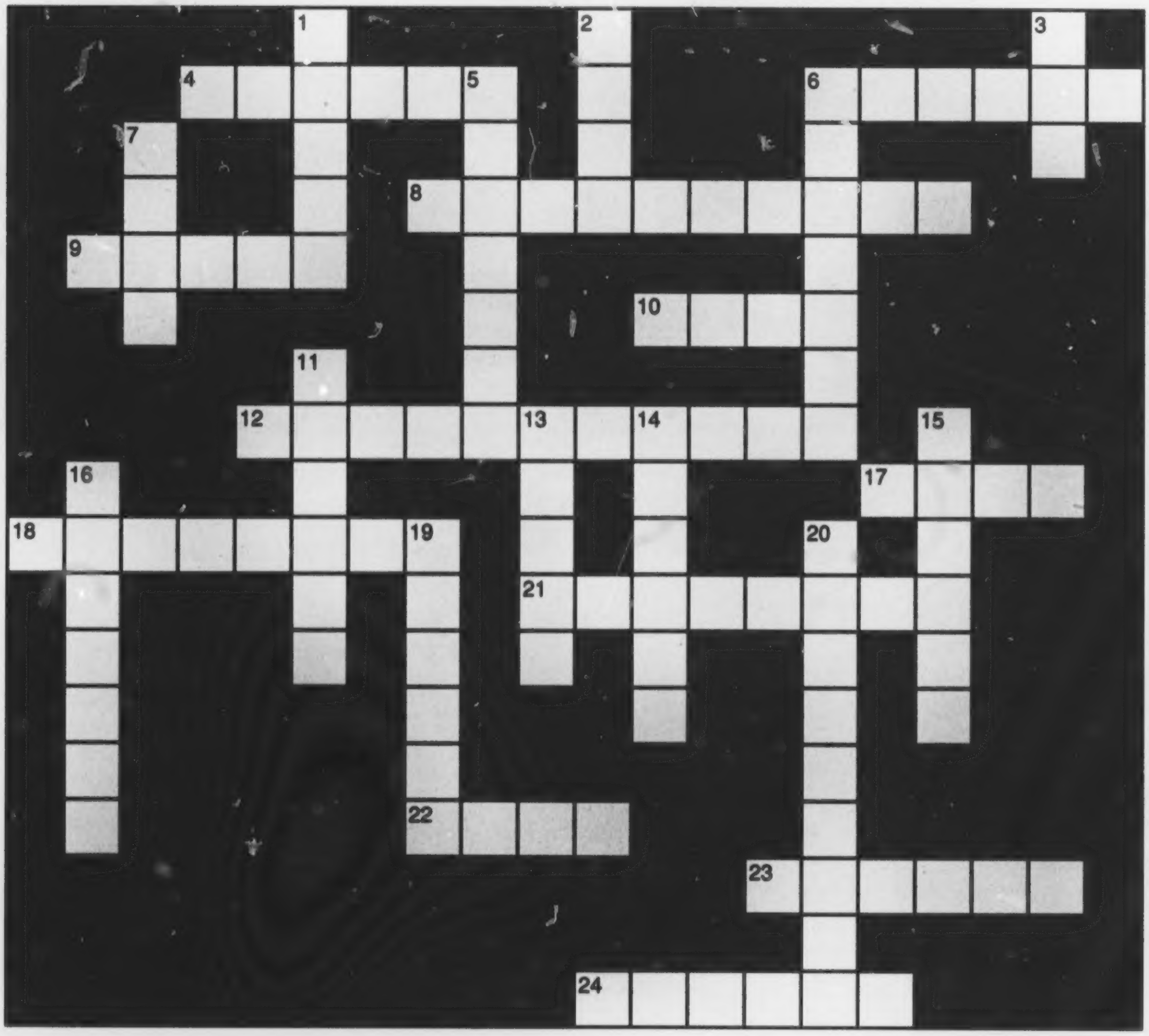
Making the Bed
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 FLOOR
2 PULL
3 BED
4 PILLOW
5 WRINKLE
6 BASKET
6 BLANKET
7 FOOT
8 PILLOWCASE
9 COVER
10 TUCK
11 LINENS
12 FITTEDSHEET
13 DIRTY
14 HAMPER
15 BOTTOM
16 LAUNDRY
17 FOLD
18 MATTRESS
19 SMOOTH
20 BEDSPREAD
21 TOPSHEET
22 HEAD
23 CENTER
24 INSIDE

Making the Bed
Crossword Puzzles 1, 2, and 3

Name ____


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

Making the Bed
Crossword Puzzle 1

Name ______________________________

Across Clues

4. PILLOW
6. BASKET
8. PILLOWCASE
9. COVER
10. TUCK
12. FITTEDSHEET (2 words)
17. FOLD
18. MATTRESS
21. TOPSHEET (2 words)
22. HEAD
23. CENTER
24. INSIDE

Down Clues

1. FLOOR
2. PULL
3. BED
5. WRINKLE
6. BLANKET
7. FOOT
11. LINENS
13. DIRTY
14. HAMPER
15. BOTTOM
16. LAUNDRY
19. SMOOTH
20. BEDSPREAD

Word List

BASKET
BED
BEDSPREAD
BLANKET
BOTTOM
CENTER
COVER
DIRTY
FITTED SHEET
FLOOR
FOLD
FOOT
HAMPER
HEAD
INSIDE
LAUNDRY
LINENS
MATTRESS
PILLOW
PILLOWCASE
PULL
SMOOTH
TOP SHEET
TUCK
WRINKLE

Making the Bed
Crossword Puzzle 2

Name ______________________________

Across Clues

4. PILLOW—used to rest your head on
6. BASKET—used for carrying dirty linen
8. PILLOWCASE—something to cover a pillow
9. COVER—to place something over another object
10. TUCK—to push or fold the edge under
12. FITTED SHEET—bottom sheet
17. FOLD—to bring one part over another part of an object
18. MATTRESS—part of the bed you sleep on
21. TOP SHEET—sheet that covers the fitted sheet
22. HEAD—top of the bed
23. CENTER—middle
24. INSIDE—place within

Down Clues

1. FLOOR—place to walk on
2. PULL—to tug, opposite of push
3. BED—place to sleep
5. WRINKLE—opposite of smooth
6. BLANKET—covers the sheet
7. FOOT—bottom of the bed
11. LINENS—sheets and pillowcases
13. DIRTY—opposite of clean
14. HAMPER—place to put dirty linen
15. BOTTOM—opposite of top
16. LAUNDRY—dirty or clean clothes or linens
19. SMOOTH—opposite of wrinkle
20. BEDSPREAD—covers the blanket

Word List

BASKET
BED
BEDSPREAD
BLANKET
BOTTOM
CENTER
COVER
DIRTY
FITTED SHEET
FLOOR
FOLD
FOOT
HAMPER
HEAD
INSIDE
LAUNDRY
LINENS
MATTRESS
PILLOW
PILLOWCASE
PULL
SMOOTH
TOP SHEET
TUCK
WRINKLE

Making the Bed
Crossword Puzzle 3

Name ______________________________

Across Clues

4. used to rest your head on
6. used for carrying dirty linen
8. something to cover a pillow
9. to place something over another object
10. to push or fold the edge under
12. bottom sheet (2 words)
17. to bring one part over another part of an object
18. part of the bed you sleep on
21. sheet that covers the fitted sheet (2 words)
22. top of the bed
23. middle
24. place within

Down Clues

1. place to walk on
2. to tug, opposite of push
3. place to sleep
5. opposite of smooth
6. covers the sheet
7. bottom of the bed
11. sheets and pillowcases
13. opposite of clean
14. place to put dirty linen
15. opposite of top
16. dirty or clean clothes or linens
19. opposite of wrinkle
20. covers the blanket

Word List

BASKET
BED
BEDSPREAD
BLANKET
BOTTOM
CENTER
COVER
DIRTY
FITTED SHEET

FLOOR
FOLD
FOOT
HAMPER
HEAD
INSIDE
LAUNDRY
LINENS

MATTRESS
PILLOW
PILLOWCASE
PULL
SMOOTH
TOP SHEET
TUCK
WRINKLE

Shopping and Understanding Money

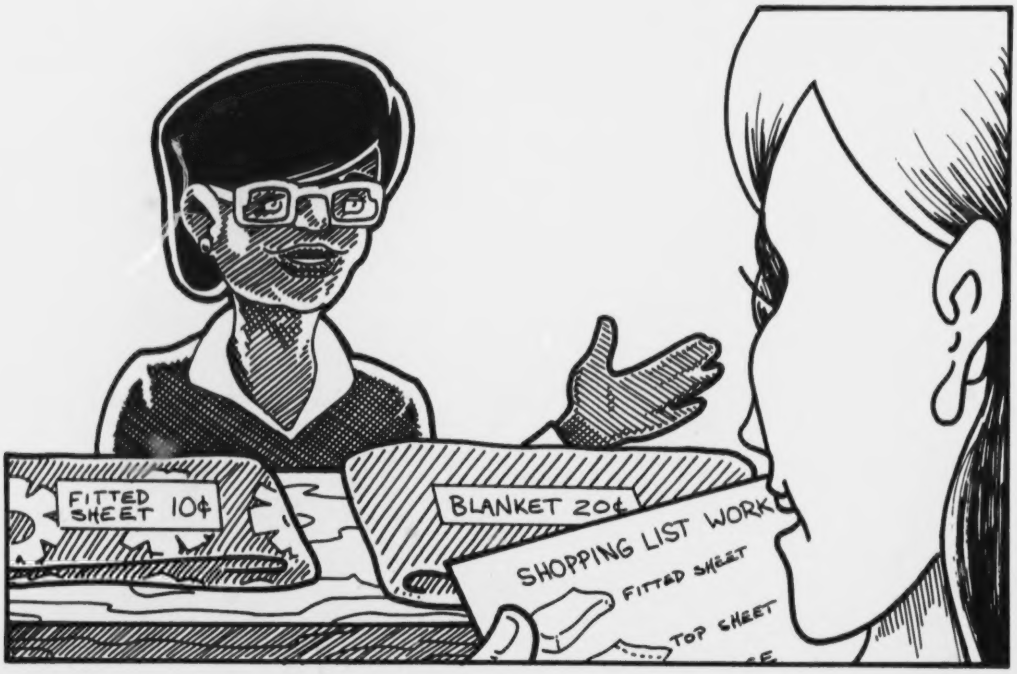
GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet
Real objects to match those on the shopping list
Money
Coin Value Worksheets (pages 375-382)

ACTIVITIES:

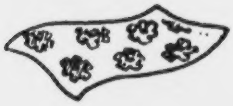
1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.



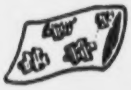
Making the Bed
Shopping List Worksheet

Name ______________________________

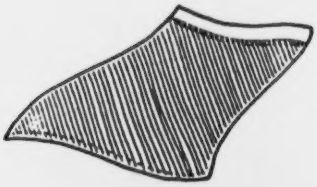
Fitted Sheet ________ ¢



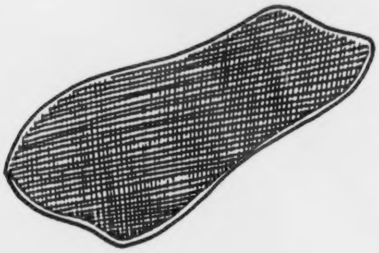
Top Sheet ________ ¢



Pillowcase ________ ¢



Blanket ________ ¢



Bedspread ________ ¢

Total ________ ¢

Label Objects or Pictures

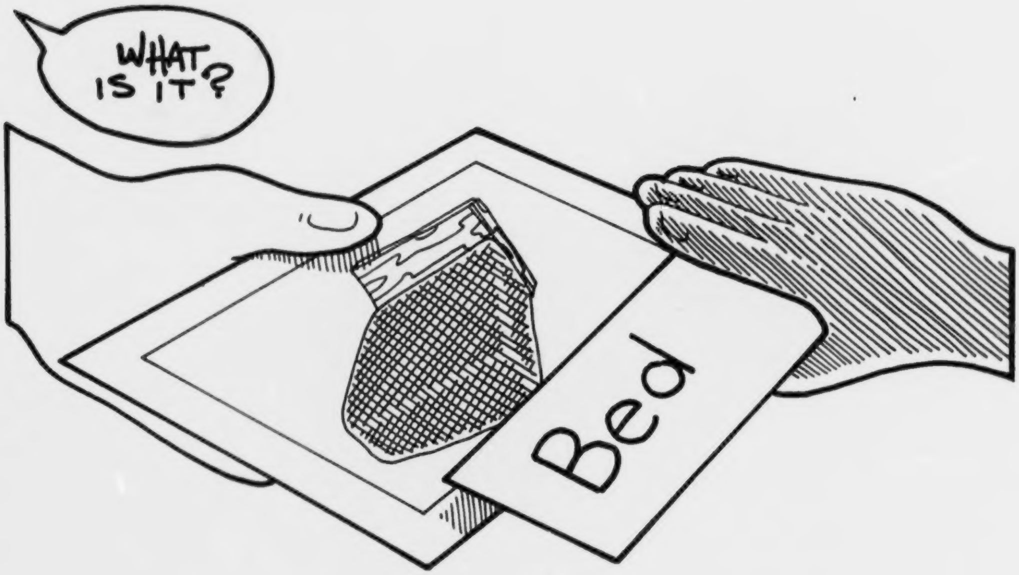
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in making the bed.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Making the Bed, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in making the bed. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in making the bed. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



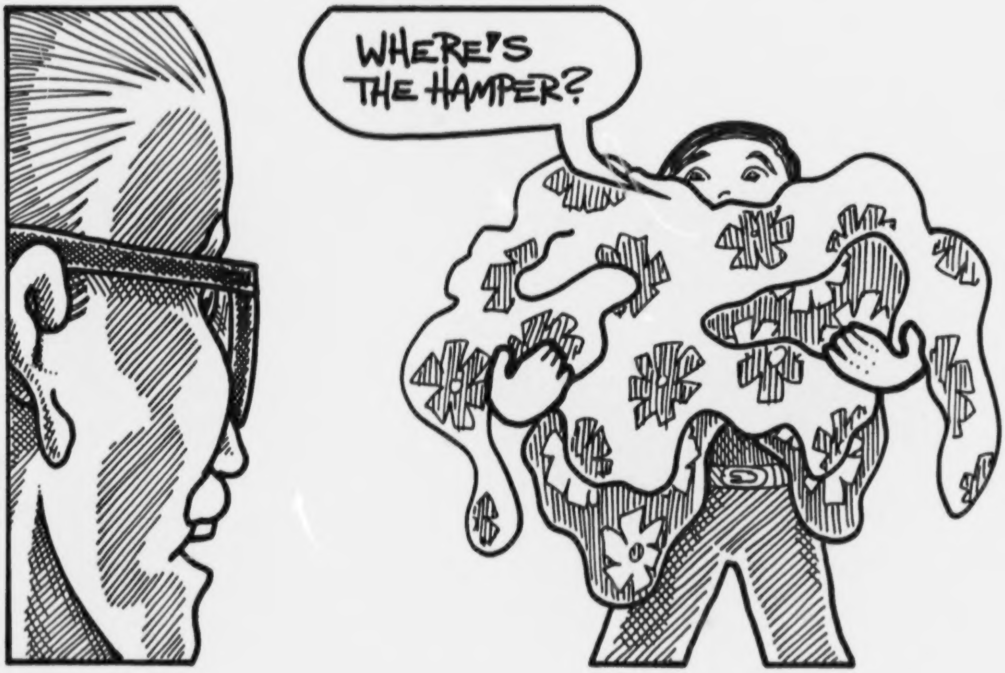
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of making the bed.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Making the Bed, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to make the bed. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE HAMPER?

Label or Request Actions

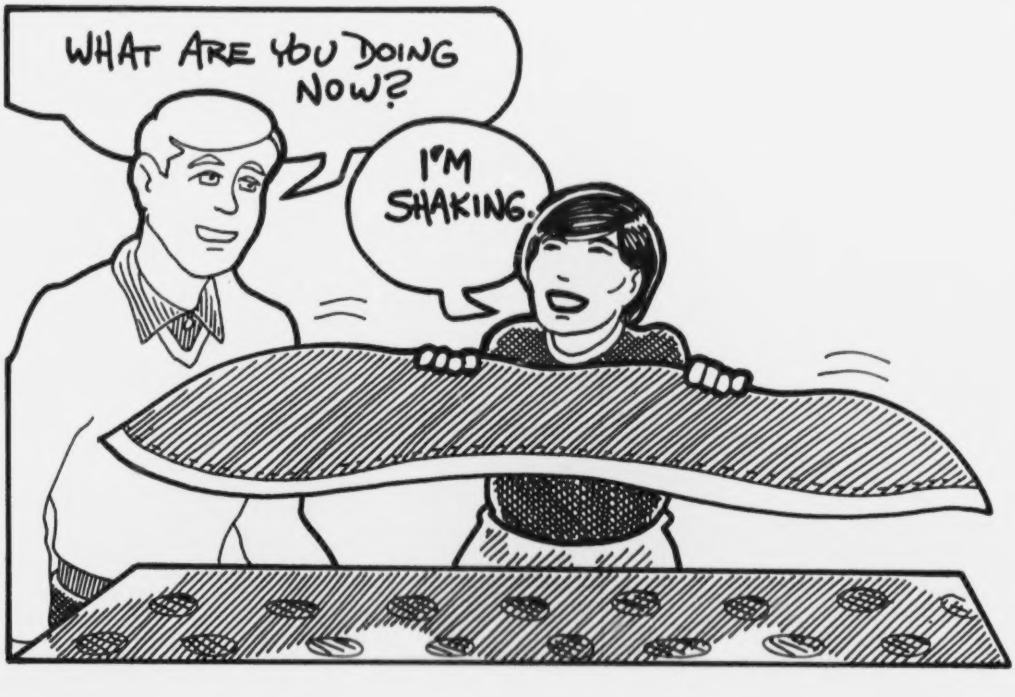
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with making the bed, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?
I'M SHAKING.

Express Action Steps, Using a Word, Phrase, or Sentence

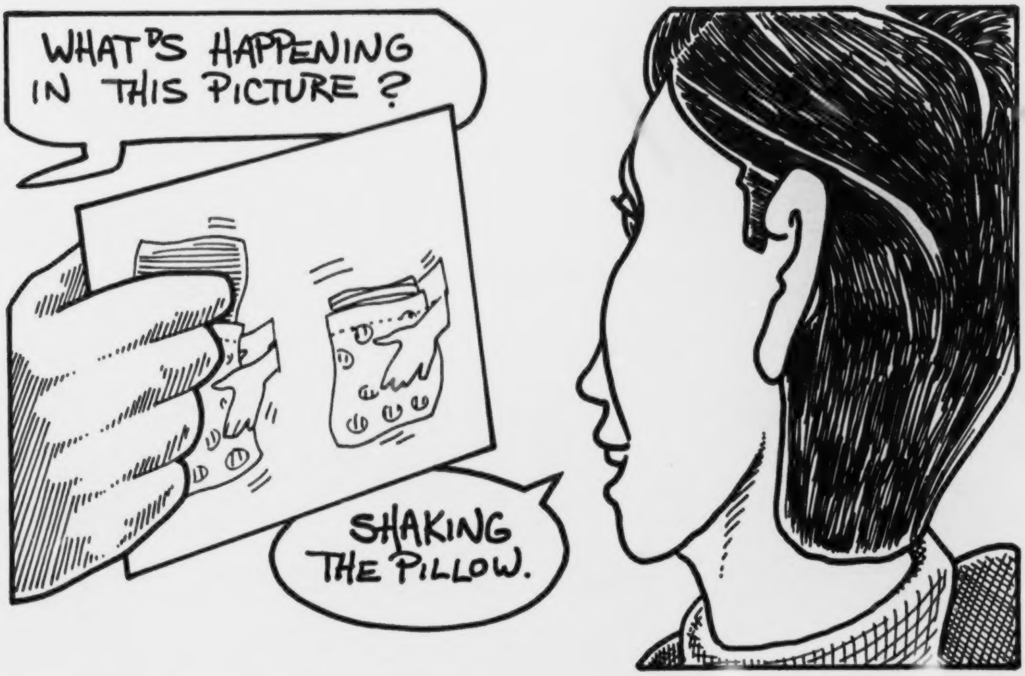
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HAPPENING IN THIS PICTURE?
SHAKING THE PILLOW.

Answer Simple Questions

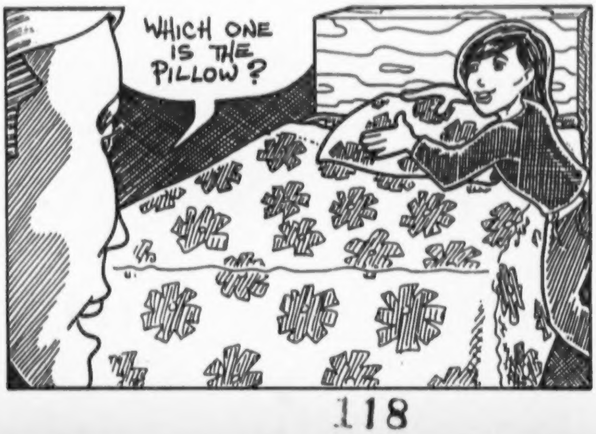
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of making the bed.

MATERIALS: Simple Questions for Making the Bed (pages 58-59)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Making the Bed list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Making the Bed list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHICH ONE IS THE PILLOW?

Making the Bed
Multiple Choice Questions

Name ______________________________

1. What do you cover the mattress with to keep it clean?
   a. Top sheet
   b. Fitted sheet
   c. Bedspread

2. What do you put on the pillow to keep it clean?
   a. Plastic bag
   b. Towel
   c. Pillowcase

3. What do you cover the blankets and pillow with to keep them clean and make the bed neat?
   a. Bedspread
   b. Mattress
   c. Rugs

4. Where do you keep clean bed linens?
   a. Pantry
   b. Hamper
   c. Linen closet or cupboard

5. Where do you put dirty bed linens?
   a. In the linen closet or cupboard
   b. In the hamper
   c. In the dryer

6. Why do you strip and change the linens on the bed?
   a. Because they are dirty
   b. Because they are dry
   c. Because they are old

7. Why do you make the bed?
   a. To keep the bedroom looking neat
   b. To keep the bedroom looking messy
   c. To keep the bedroom vacuumed

8. How do you get the bed to look neat?
   a. Vacuum the mattress
   b. Shake out all the dust
   c. Smooth out all the wrinkles

9. What do you do with the bottom of the blankets and top sheet?
   a. Tuck them under the bottom of the mattress
   b. Tuck them under the top of the mattress
   c. Pull them so they are almost touching the floor

10. How do you make the bed?
   a. Pull off the fitted and top sheets, then pull up the blankets, and set the pillow at the head of the bed
   b. Smooth the wrinkles out of the bottom sheet, pull up the top sheet, blankets, and bedspread, put the pillow at the head of the bed in the center, cover the pillow with the top of the bedspread, and smooth out all the wrinkles
   c. Shake the sheets and blankets out across the bed, put the pillow in the center of the bed, and cover it with the bedspread

Making the Bed
Yes/No Questions

Name______________________

1. Do you strip or change the bed once a month?
   YES NO

2. Do you throw dirty bed linens in the hamper?
   YES NO

3. Do you smooth out all the wrinkles when you are finished making the bed?
   YES NO

4. Do you use dirty linens to change the bed?
   YES NO

5. Do you use a pillowcase to keep the mattress clean?
   YES NO

6. Do you change the bed linens when they get dirty?
   YES NO

7. Do you put the blanket on top of the bedspread?
   YES NO

8. Do you make the sides and bottom of the sheets touch the floor?
   YES NO

9. Do you cover the pillow with the bedspread when finishing the task?
   YES NO

10. Do you put the pillow at the foot of the bed?
    YES NO

Request Objects, Using a Sentence

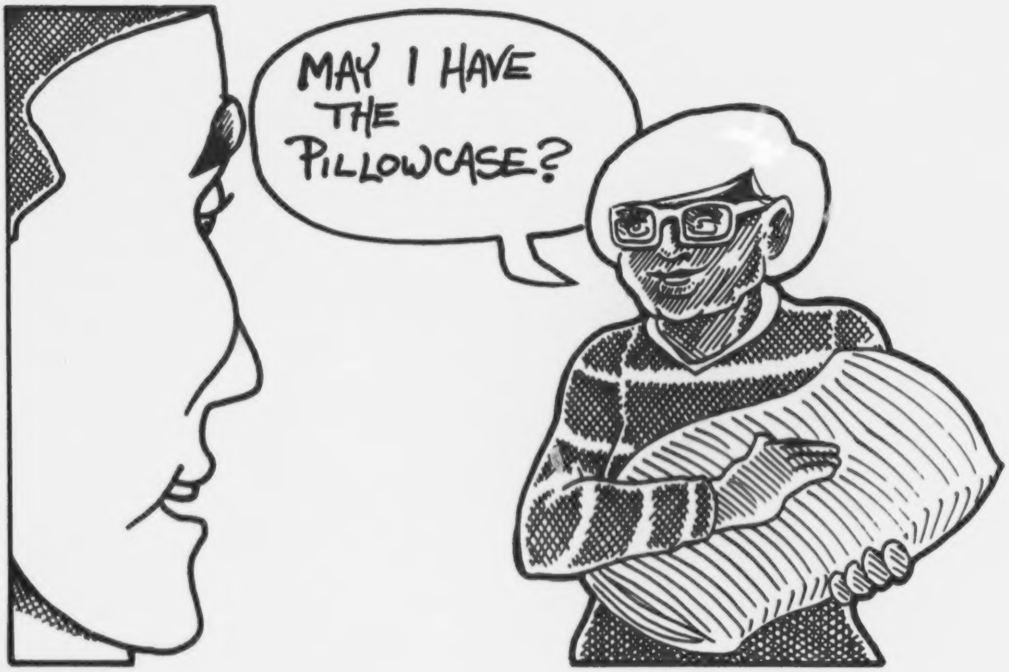
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for making the bed, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Shopping List Worksheet (page 82)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


MAY I HAVE THE PILLOWCASE?

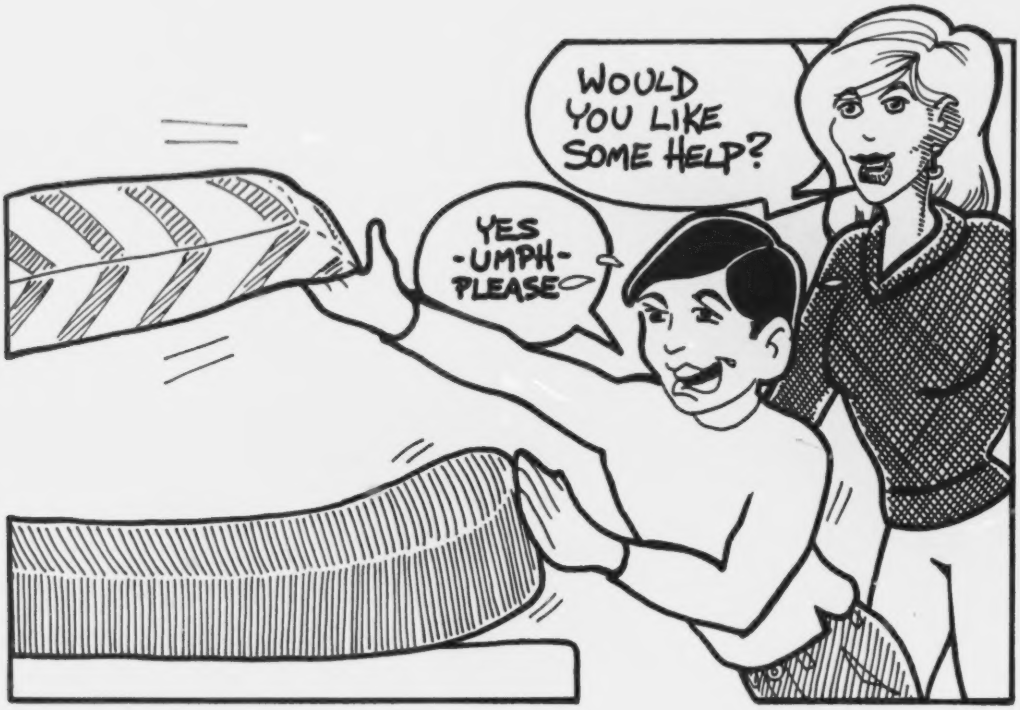
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while making the bed. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.


WOULD YOU LIKE SOME HELP?
YES -UMPH- PLEASE

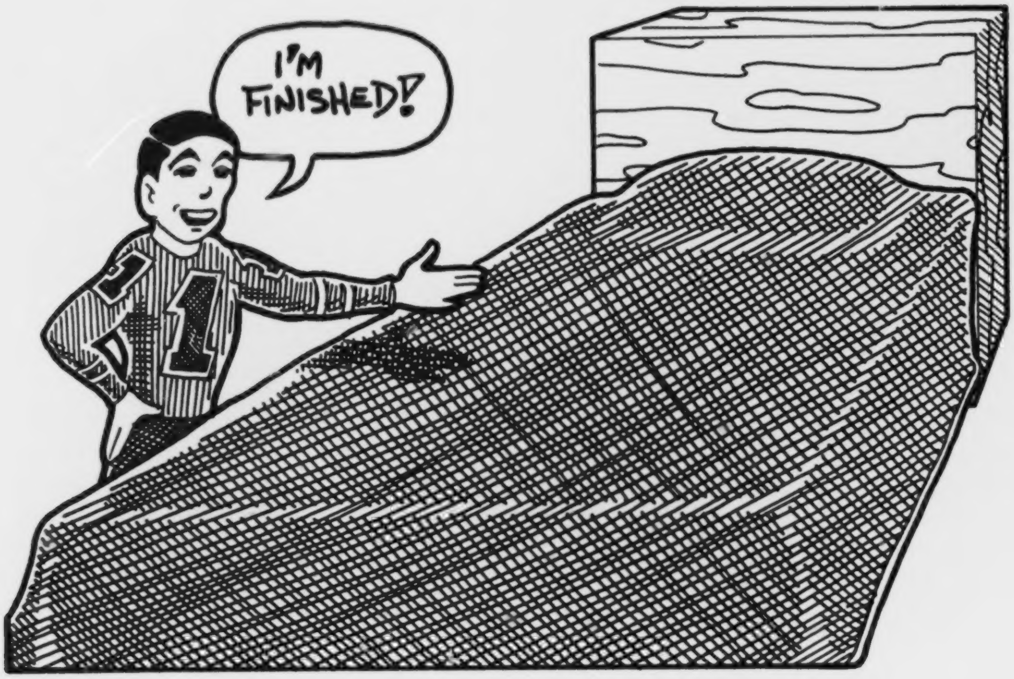
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."


I'M FINISHED!

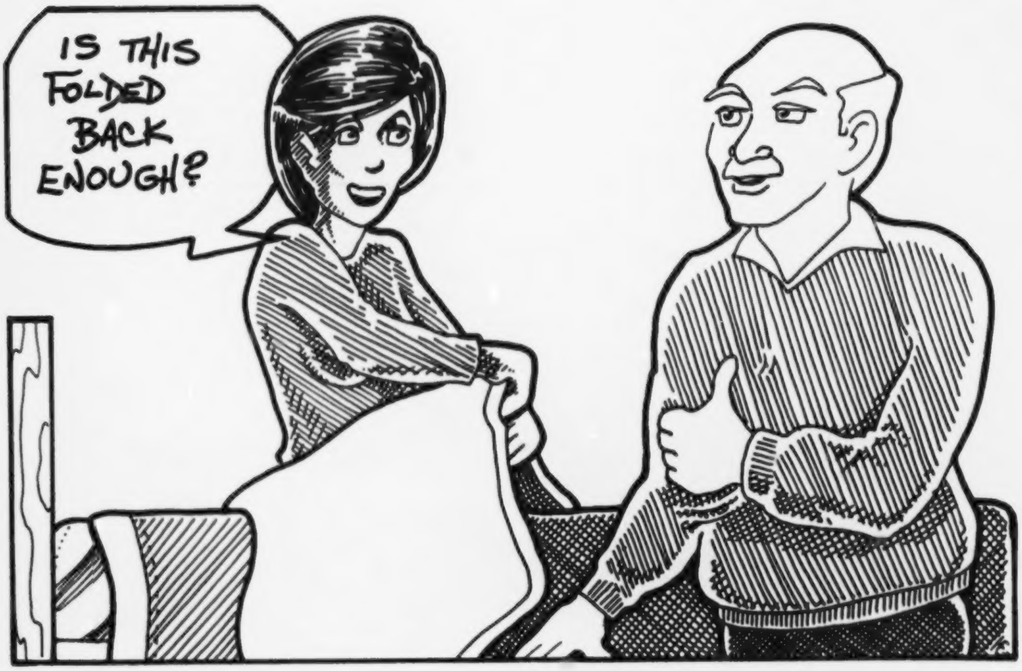
Request Information

GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of making the bed.

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Flip Book pictures

ACTIVITIES:
1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


IS THIS FOLDED BACK ENOUGH?

Express Varied Sentence Structures and Pragmatic Functions

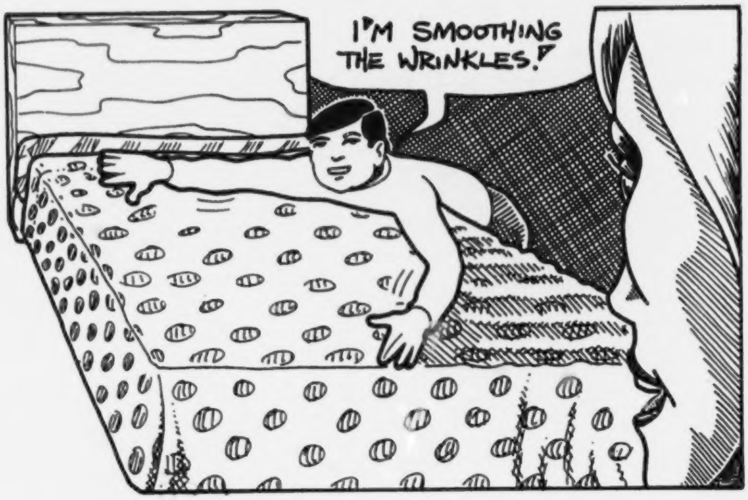
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 17)
Money
Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. Engage the individual in conversation about making the bed. Help the individual to use a variety of sentence structures, such as "I am going to make the bed" (agent + action + object) or "Clean sheets!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of making the bed. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


I'M SMOOTHING THE WRINKLES!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

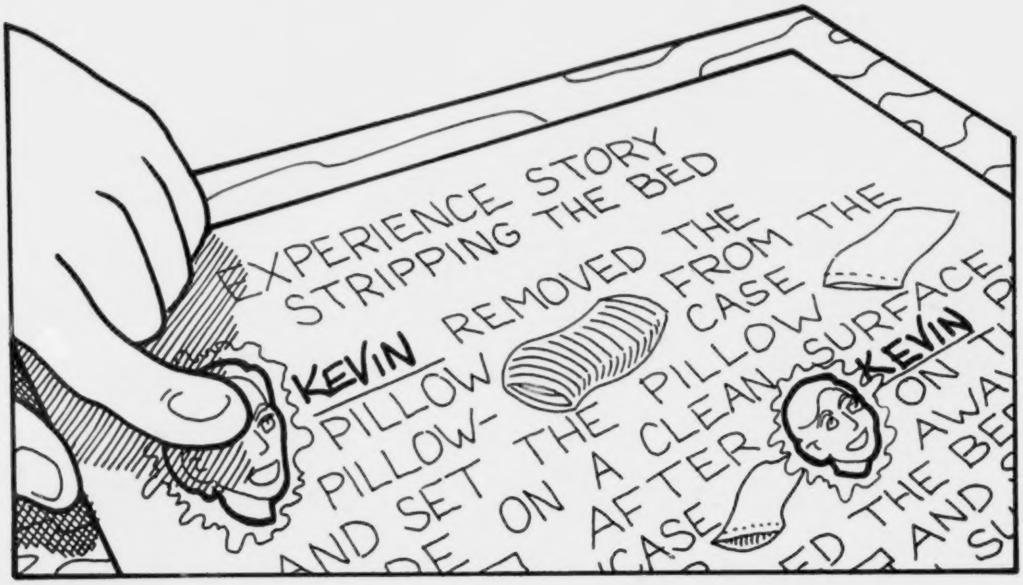
MATERIALS: Experience Story

Experience Story Faces (pages 383-386)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
STRIPPING THE BED
KEVIN REMOVED THE
PILLOW FROM THE
PILLOW- CASE
AND SET THE PILLOW
ON A CLEAN SURFACE
AFTER KEVIN
CASE

Stripping the Bed
Experience Story 1

removed the pillow from the pillowcase and set the pillow aside on a clean surface.

put the pillowcase on the floor away from the bed.

Then pulled the bedspread off the bed and set it aside on a clean surface.

pulled the blanket off the bed and set it aside on a clean surface.

Next, pulled the top sheet off the bed and put it on the floor next to the dirty pillowcase.

pulled the fitted sheet off the bed and put the dirty sheet on the floor with the other dirty bed linen.

completed the task by picking up all the dirty bed linen and putting it in the hamper.

Making the Bed
Experience Story 2

☐ removed the pillow from the bed and set it aside on a clean surface.

Next, ☐ folded the bedspread, blanket, and top sheet back toward the bottom of the bed.

☐ grasped the sides of the bottom sheet and pulled it up gently.

Then ☐ smoothed out the wrinkles.

☐ pulled the top sheet and blanket to the top of the bed and smoothed out the wrinkles.

Next, ☐ pulled up the bedspread and folded it back about 18 inches.

put the pillow at the head of the bed and folded the bedspread over the pillow to cover it.

Then smoothed out all the wrinkles.

The bed looked fantastic!

Changing the Bed
Experience Story 3

☐ got a pillowcase, a fitted sheet, and a top sheet. ☐ set them aside on a clean surface.

Next, ☐ picked up the bottom fitted sheet and shook it open across the bed.

Then ☐ pulled the corners of the fitted sheet over all four corners of the mattress and smoothed out the wrinkles.

☐ picked up the top sheet and shook it open across the bed.

Then ☐ tucked the bottom of the top sheet under the mattress at the foot of the bed.

Then ☐ pulled the edge of the top sheet to the head of the bed.

☐ made sure the top sheet was straight. Then ☐ smoothed out the wrinkles.

Next, ☐ picked up the blanket and shook it open across the bed.

☐ tucked the bottom of the blanket under the mattress at the foot of the bed.

☐ pulled the top edge of the blanket to the head of the bed.

☐ made sure the blanket was straight.

Then ☐ picked up the bedspread and shook it across the bed.

☐ made sure the bedspread was almost touching the floor.

☐ picked up the top edge of the bedspread, pulled it to the top of the bed, and folded the edge back about 18 inches.

The job was almost finished when ☐ put the pillow in the pillowcase, placed the pillow at the head of the bed, and pulled the folded edge of the bedspread over the pillow.

To finish making the bed, ☐ smoothed all the wrinkles from the bedspread.

The bed looked so nice when it was made up!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 82)

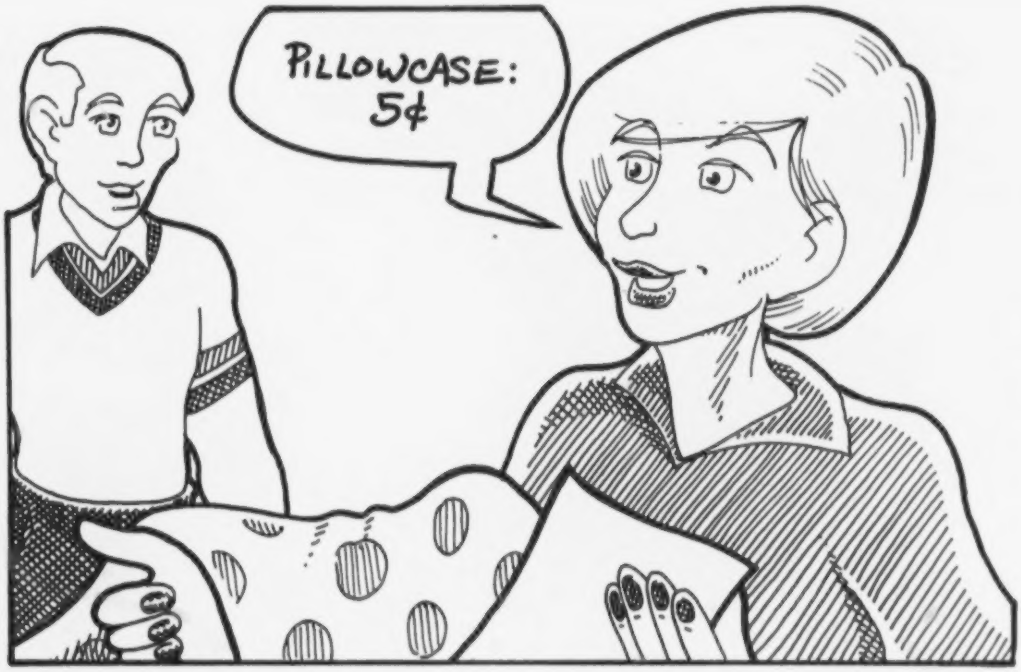
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Making the Bed
Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program ____________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
☐	☐	☐	☐	☐	1. Label objects or pictures
☐	☐	☐	☐	☐	2. Request objects needed for a routine task
☐	☐	☐	☐	☐	3. Label or request actions
☐	☐	☐	☐	☐	4. Express action steps, using a word, phrase, or sentence
☐	☐	☐	☐	☐	5. Answer simple questions
☐	☐	☐	☐	☐	6. Request objects, using a sentence
☐	☐	☐	☐	☐	7. Request help
☐	☐	☐	☐	☐	8. Indicate completion
☐	☐	☐	☐	☐	9. Request information
☐	☐	☐	☐	☐	10. Express varied sentence structures and pragmatic functions
☐	☐	☐	☐	☐	11. Express and read an experience story
☐	☐	☐	☐	☐	12. Name coins and express value of money

Comments: ______________________________

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Making the Bed
Goals and Objectives

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in making the bed when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of making the bed.	______out of ______times
	3. The individual will recognize pictures of objects used in making the bed, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with making the bed, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for making the bed when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of making the bed, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of making the bed, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of making the bed, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of making the bed, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in making the bed, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with making the bed, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in making the bed.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

	________ Annual goal: To improve expressive language skills ________ Annual goal: To improve housekeeping skills	
OBJECTIVES: ✓ to indicate selected objectives		
	1. The individual will label objects or pictures of objects used in making the bed.	______out of ______times
	2. The individual will request objects needed to complete the routine task of making the bed.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with making the bed, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of making the bed.	______out of ______times
	6. The individual will request items needed for making the bed, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of making the bed.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 2

Doing the Laundry

Letter #1 to Parents or Significant Caregivers

Dear ________________________________ ,

Having nice clean clothes makes us proud of ourselves at school and in our workplace! We are learning to wash clothes using a washing machine and to dry clothes using a dryer. We are learning to judge when the clothes need to be washed and to initiate the task with as little prompting as possible. We are learning how to carry out the steps of this task, and we are learning where the necessary materials are stored for washing and drying clothes. While working, it is important for us to talk about the task so we can practice our new vocabulary and use our best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Doing the Laundry. You can help us look at that worksheet and find all the things named in the vocabulary. The steps necessary for carrying out the task are listed on the worksheets, Steps for Doing the Laundry. We will be practicing these steps and learning various parts of the task in different activities. Activity worksheets will be sent to you regularly. They will tell us how to carry out the activities. Please keep the worksheets in a folder so they do not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help us learn to perform the task in different settings.

We must practice doing the laundry so our clothes will always be clean. We must learn to judge when the clothes need to be washed and dried and not rely on you to tell us when the job needs to be done. We must also be able to get and replace all the supplies needed. When we are finished with the job, help us evaluate our work. It is important for us to be recognized and praised for our work and to talk about it with family and friends.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ________________________________ ,

Having nice clean clothes makes me proud of myself at home, at school, and at my workplace! I am learning to wash and dry clothes so I can have clean clothes to wear every day. I am also learning to judge when the clothes need to be washed and to initiate the task with as little prompting as possible. I am learning to carry out the steps of this task, and I am learning where the laundry materials are stored. While working, it is important for me to talk about the task, using my new vocabulary and best sentences. All the important words I am learning are listed on the worksheet, Vocabulary List for Doing the Laundry. You can help me look at that worksheet and find all the things named in the vocabulary. The steps necessary for carrying out the task are listed on the worksheets, Steps for Doing the Laundry. I will be practicing these steps and learning various parts of the task in different activities. Activity worksheets will be sent to you regularly. They will tell me how to carry out the activities. Please keep them in a folder so they do not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help me learn to perform the task in different settings.

I must practice doing the laundry so my clothes will always be clean. I must learn to judge when my clothes are dirty and need to be washed and not rely on you to tell me when the job needs to be done. I also must be able to get and replace all the laundry supplies necessary for the task. When I am finished with the job, help me evaluate my work. I need to be recognized and praised for a job well done. Encourage me to talk about my work and share my knowledge with others often.

____

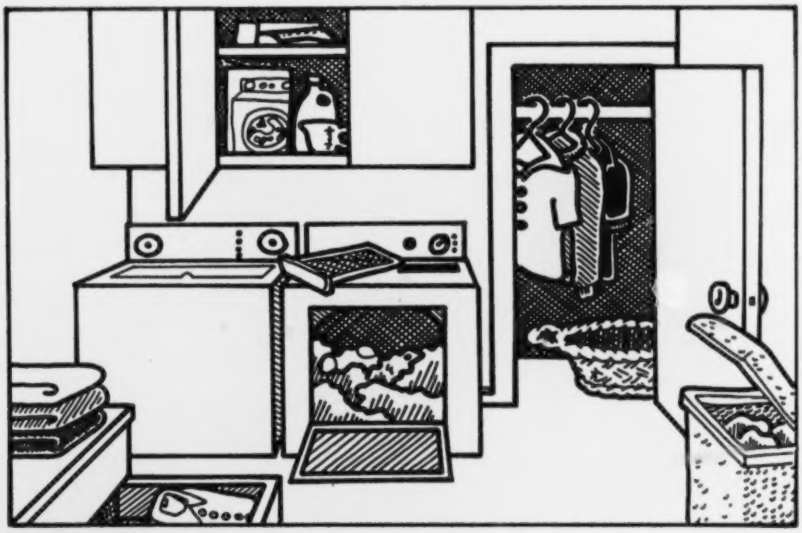
(Individual's name)

____

(Staff member's name)

Vocabulary List for Doing the Laundry

washing machine/washer
water
laundry soap
fabric softener sheets
laundry room
laundry basket
button
dresser
clothes
hanger
measuring cup
dryer door
piles
wrinkle/wrinkles/wrinkled
permanent press
sort
take
set
fold
rinse
hang
soap powder
wet
smooth
cold
medium
large
light
clean
in
dryer
detergent
bleach
washtub
hamper
dial
closet
drawer
laundry
wash cycle
washer top
lint filter
delicate
load
wash
close
dry
put
start
pour
measure
carry
hot
dirty
small
white
warm
dark
out
away



Steps for Doing the Laundry
Preparing Dirty Clothes for Washing

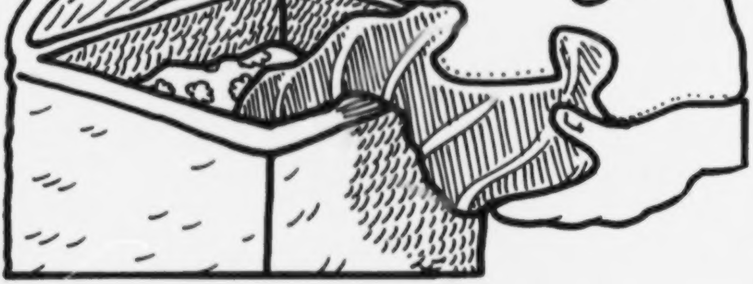
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get the laundry basket.
2. Remove the dirty clothes from the clothes hamper.
3. Put the dirty clothes in the laundry basket.
4. Carry the basket of dirty clothes to the laundry room or washing machine area.
5. Sort the clothes into three piles.
   Put all the white clothes in one pile.
   Put all the light colored clothes in a second pile.
   Put all the dark colored clothes in a third pile.

Steps for Doing the Laundry

Preparing Dirty Clothes for Washing

2



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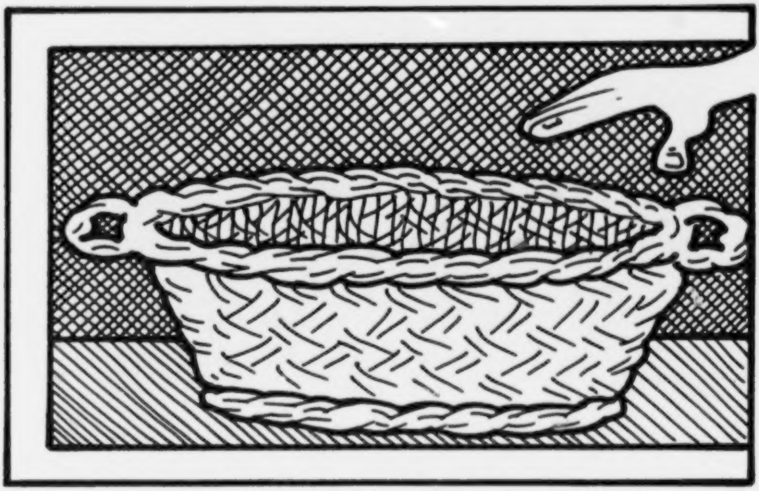

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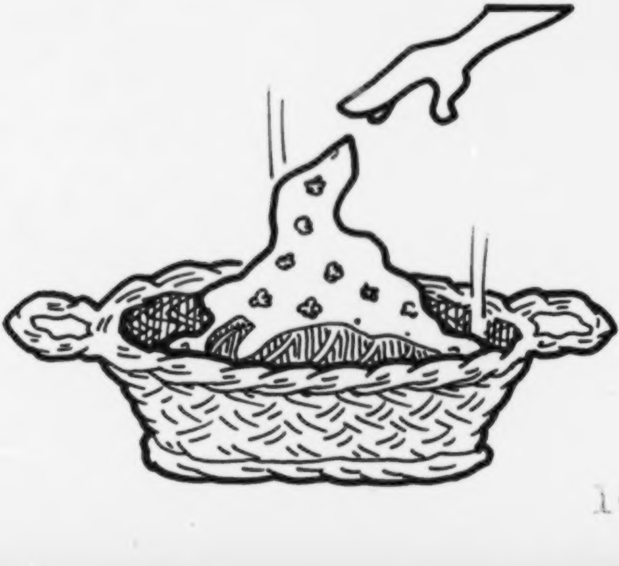
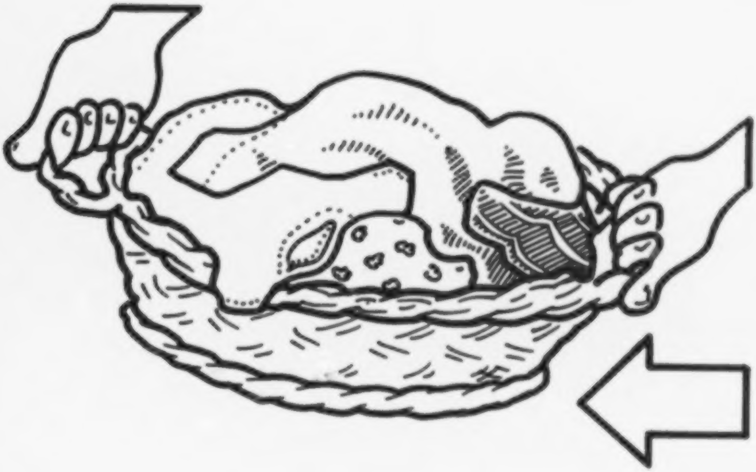


1. Get the laundry basket.

3. Put the dirty clothes in the laundry basket.

2. Remove the dirty clothes from the clothes hamper.

4



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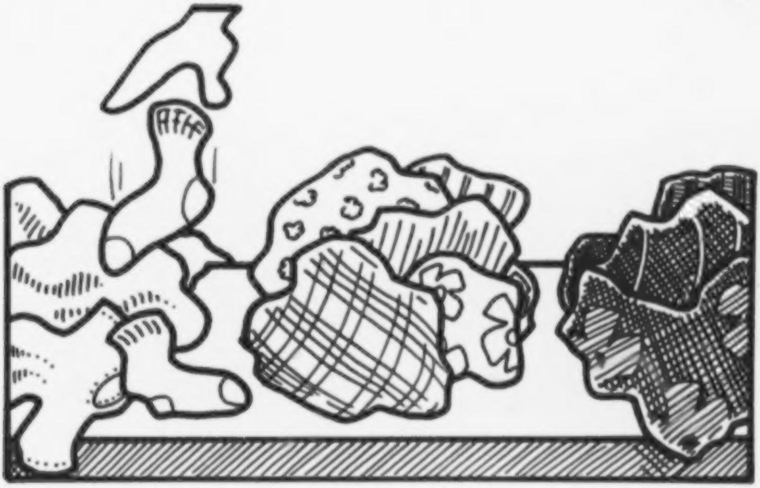


5. Sort the clothes into three piles.
Put all the white clothes in one pile.
Put all the light colored clothes in a second pile.
Put all the dark colored clothes in a third pile.

4. Carry the basket of dirty clothes to the laundry room or washing machine area.

Steps for Doing the Laundry
Washing Clothes

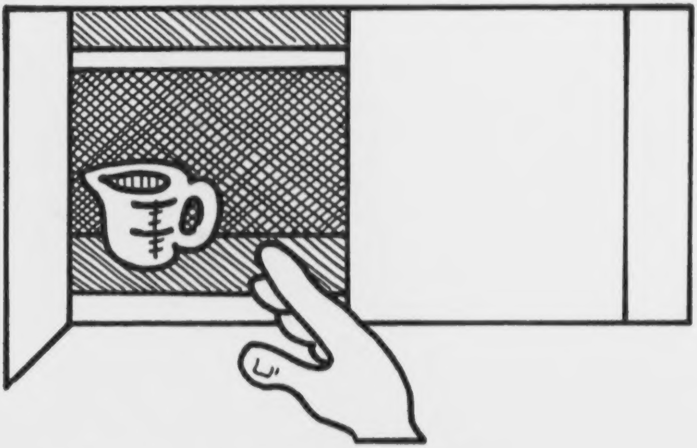
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get the soap powder or laundry detergent.
2. Get a measuring cup.
3. Measure ________ cup of soap powder or laundry detergent.
4. Set aside the measuring cup with detergent.
5. Choose the correct water temperature for the load of clothes you will be washing.
   Use hot water for white clothes.
   Use warm water for light clothes.
   Use cold water for dark clothes.
6. Set the dial or button for the correct load size or water level.
   Small
   Medium
   Normal
   Large
7. Turn the dial or set the button to start the water running into the washing machine.
8. Open the washing machine door.
9. Pour the soap powder or laundry detergent into the washtub.
10. Put one load of clothes into the washtub one or two pieces at a time.
11. Close the washing machine door and wait for the washer to go through all cycles.
12. When the washing machine completely stops or the dial points to OFF, the wash cycle is finished.

Steps for Doing the Laundry

Washing Clothes

2



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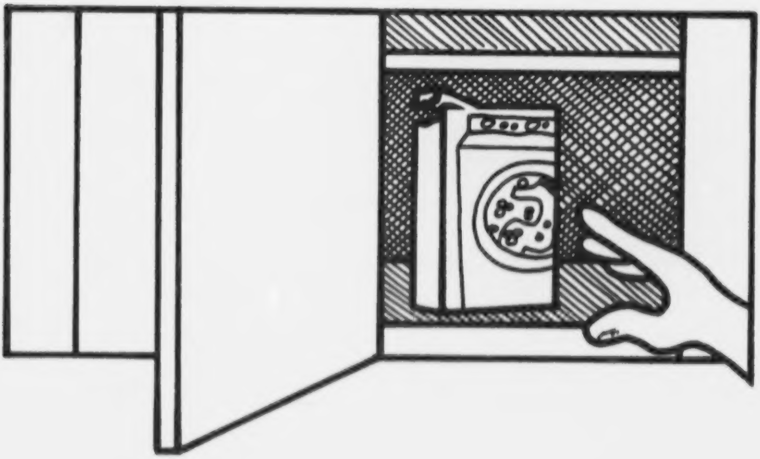

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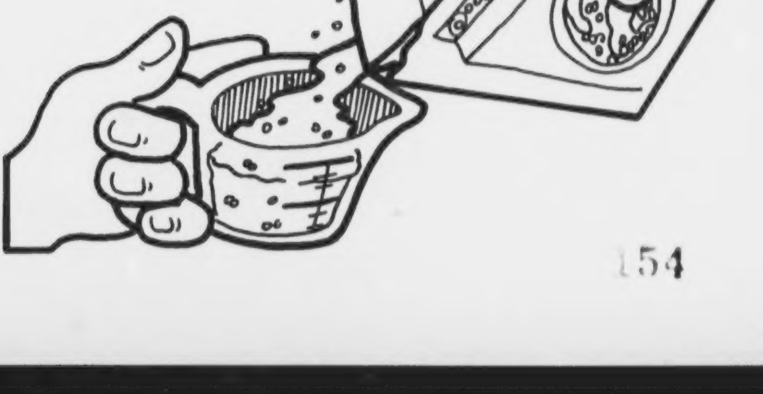
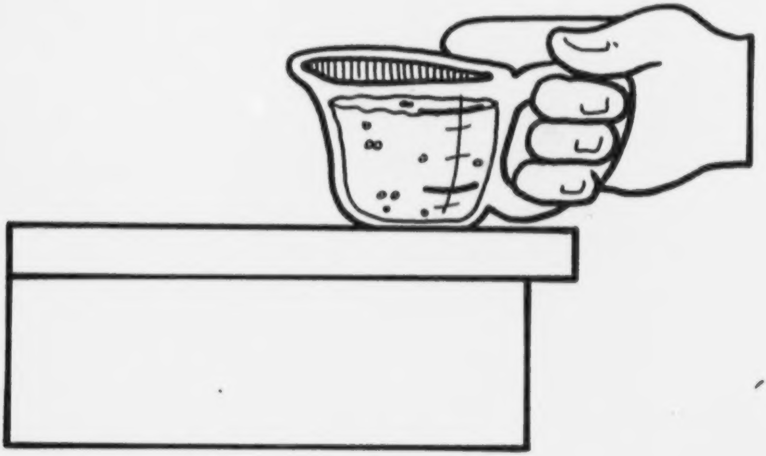


1. Get the soap powder or laundry detergent.

3. Measure ________ cup of soap powder or laundry detergent.

2. Get a measuring cup.

4



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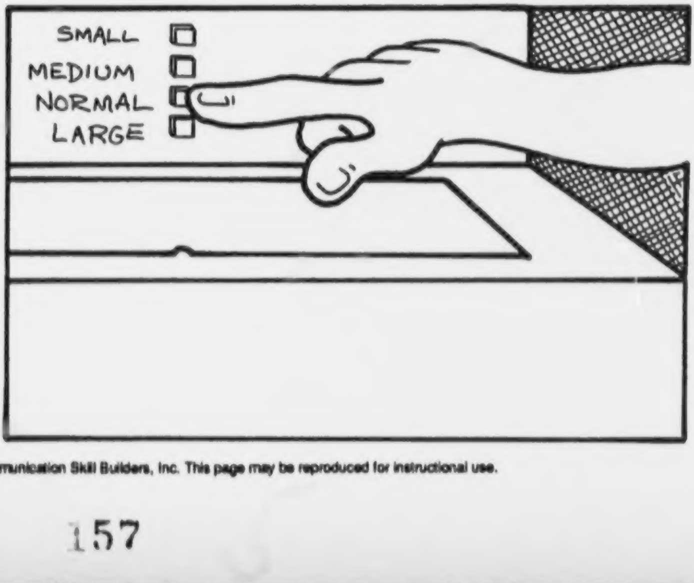
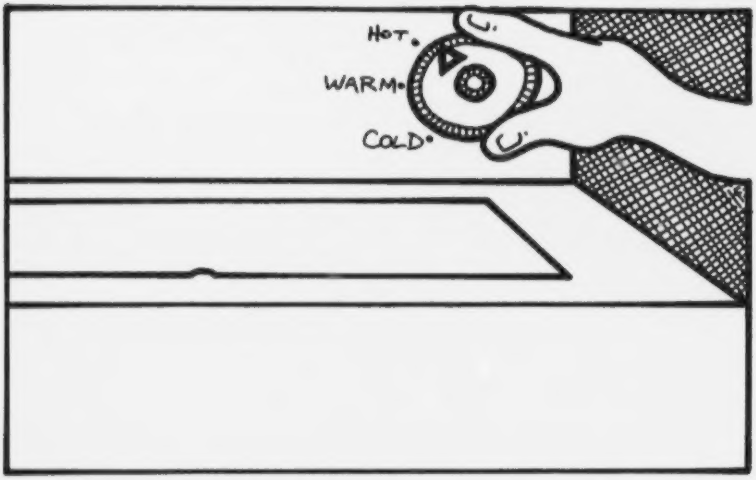
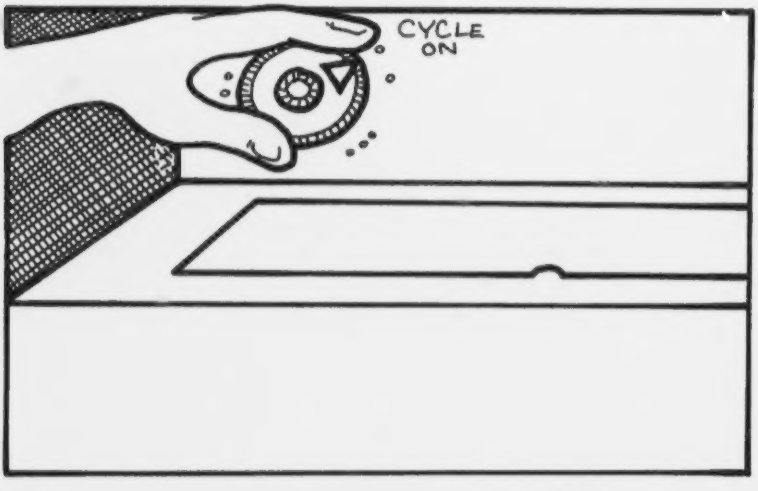

SMALL
MEDIUM
NORMAL
LARGE

5


HOT
WARM
COLD

7



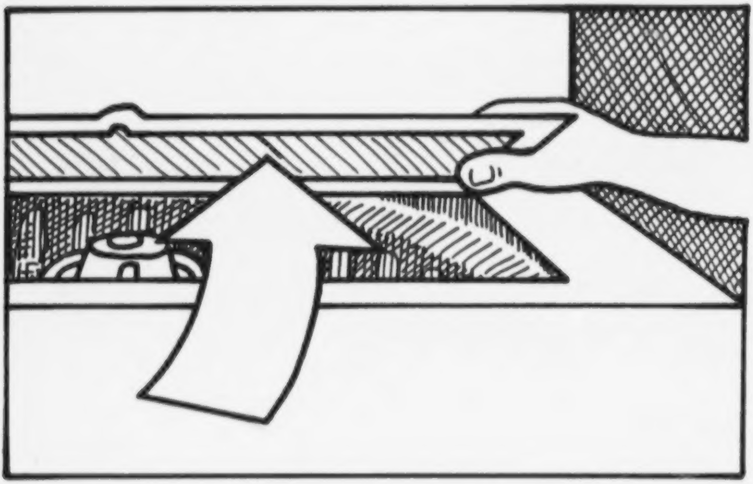
5. Choose the correct water temperature for the load of clothes you will be washing.
   Use hot water for white clothes.
   Use warm water for light clothes.
   Use cold water for dark clothes.

7. Turn the dial or set the button to start the water running into the washing machine.

4. Set aside the measuring cup with detergent.

6. Set the dial or button for the correct load size or water level.
   Small
   Medium
   Normal
   Large

8



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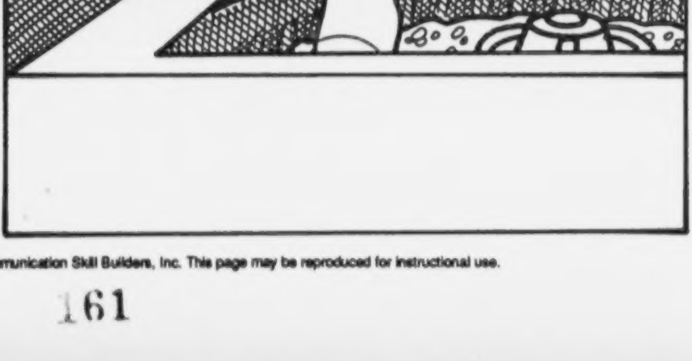

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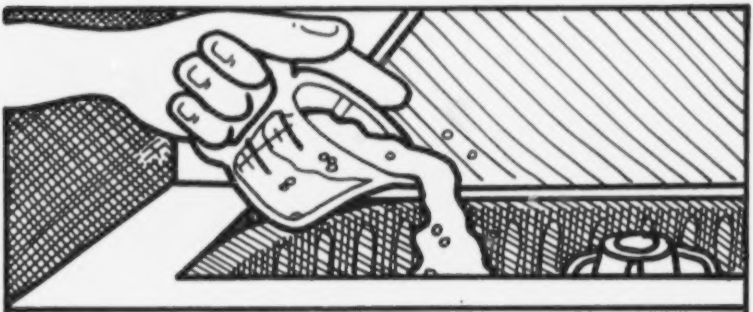

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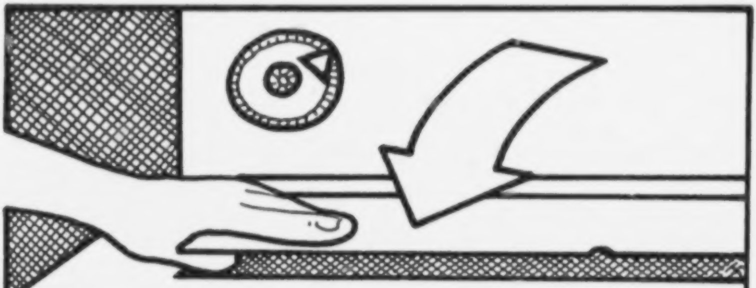


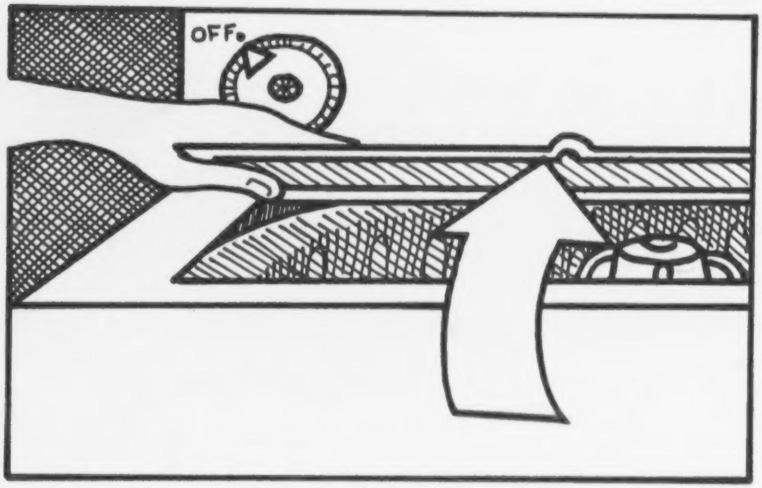
9. Pour the soap powder or laundry detergent into the washtub.

11. Close the washing machine door and wait for the washer to go through all cycles.

8. Open the washing machine door.

10. Put one load of clothes into the washtub one or two pieces at a time.

12



12. When the washing machine completely stops or the dial points to OFF, the wash cycle is finished.

Steps for Doing the Laundry
Drying Clothes

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Open the dryer door.
2. Open the washing machine door.
3. Take the clean, wet clothes out of the washing machine.
4. Put the clothes that should be tumble dried into the clothes dryer.
5. Some kinds of clothes should not go in the clothes dryer. Hang those clothes on the clothesline or on hangers.
6. Get the box of fabric softener sheets.
7. Take out one fabric softener sheet.
8. Put the fabric softener sheet in the dryer on top of the wet clothes.
9. Close the dryer door.
10. Turn the dial to the correct setting.
    Permanent Press
    Regular
    Delicate
11. Press the START button.
12. Wait for the dryer to go through the dry cycle.
13. While waiting for the dryer to stop, return the box of fabric softener sheets to its proper storage place.
14. When the clothes dryer stops, open the door.
15. Clean the lint filter. Throw the lint in the trash. (Put the filter back into the proper place in the dryer if needed.)
16. Get the laundry basket.
17. Take the dry clothes out of the dryer and put them in the laundry basket.

18. Close the dryer door.

19. Put the clothes in their proper storage places.

    Hang the clothes on hangers that are stored in the closet. Put them in the proper closet.

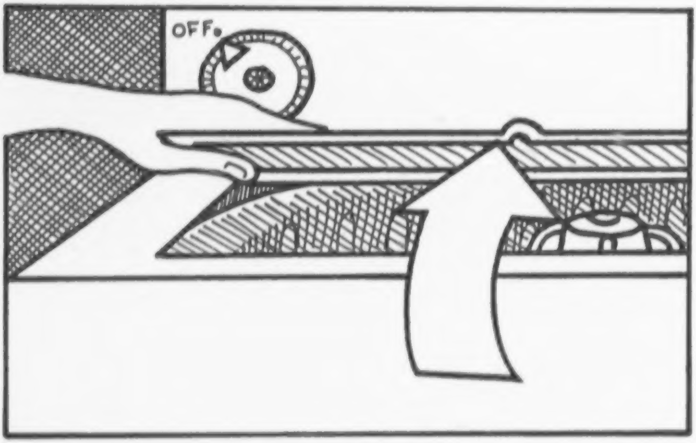
    Fold the clothes that are stored in dresser drawers or on shelves. Be sure to smooth out all the wrinkles. Put them in the proper storage place.

20. Return the laundry basket to its proper storage place.

Steps for Doing the Laundry

Drying Clothes

2



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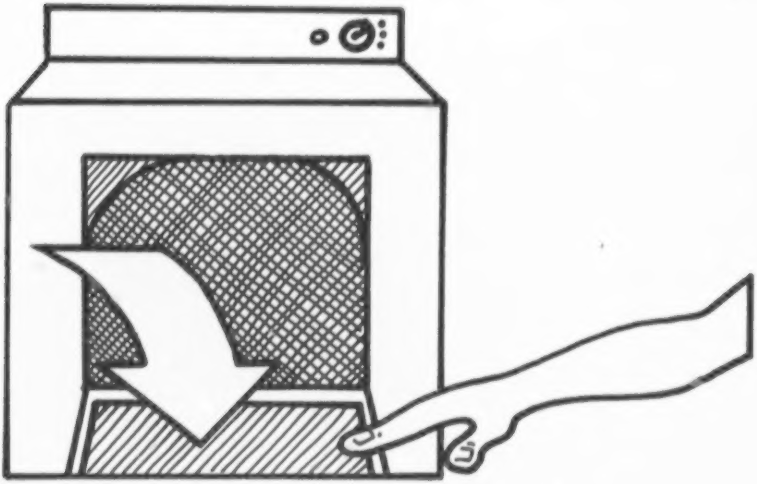

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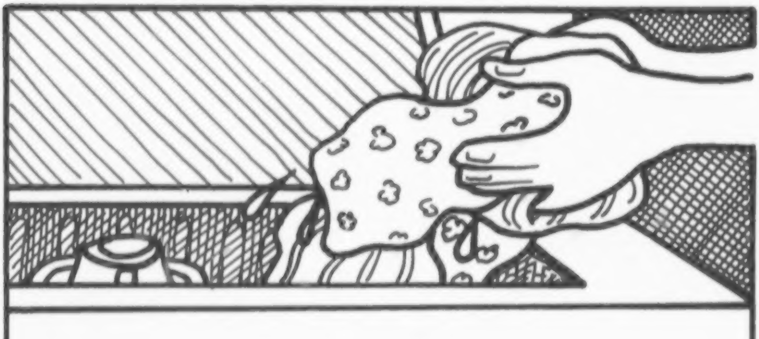
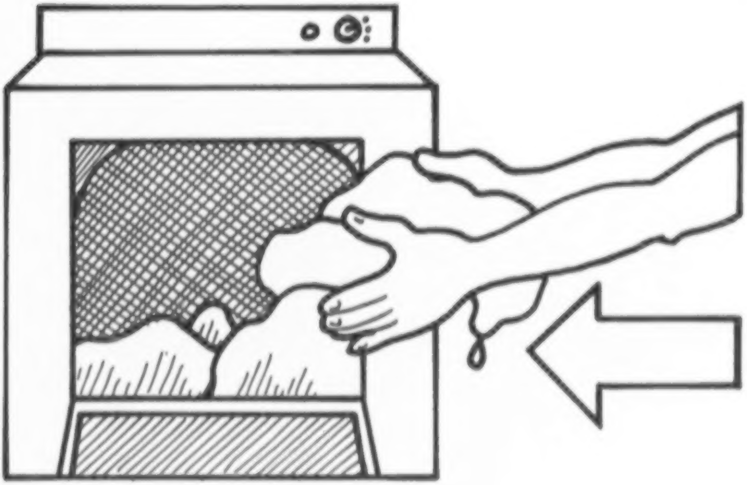


1. Open the dryer door.

3. Take the clean, wet clothes out of the washing machine.

2. Open the washing machine door.

4



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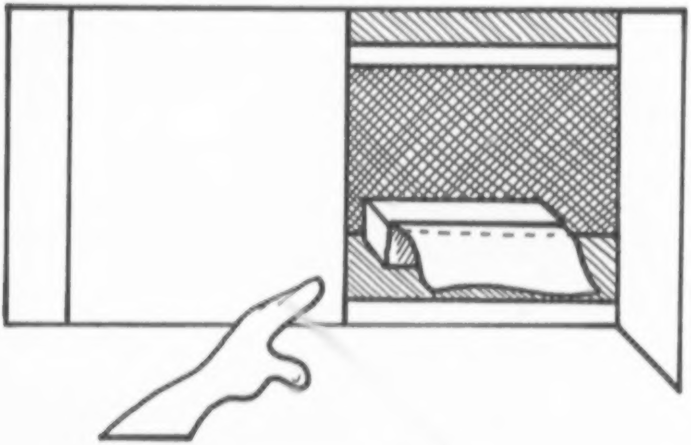

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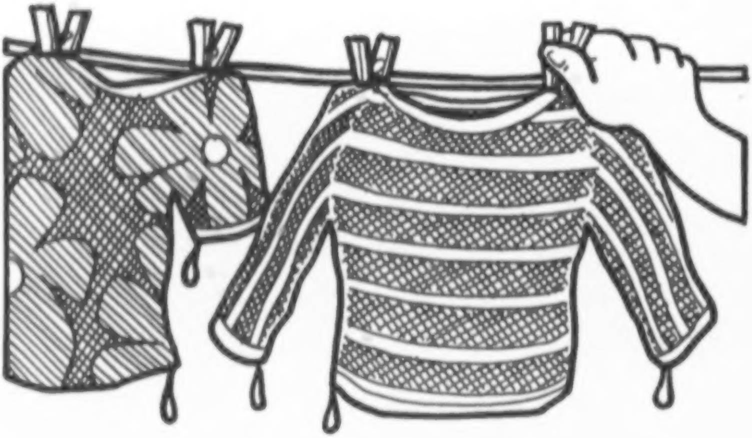

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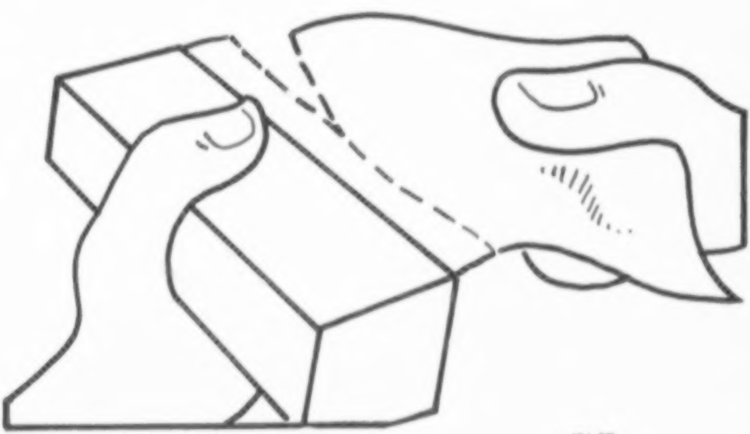


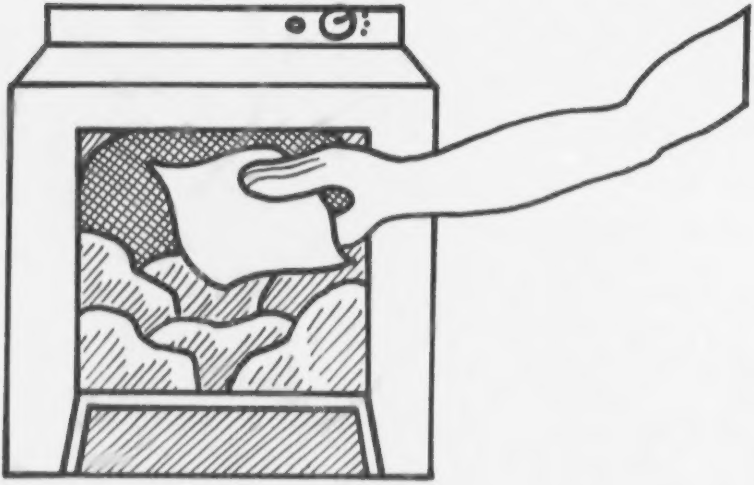
5. Some kinds of clothes should not go in the clothes dryer. Hang those clothes on the clothesline or on hangers.

7. Take out one fabric softener sheet.

4. Put the clothes that should be tumble dried into the clothes dryer.

6. Get the box of fabric softener sheets.

8



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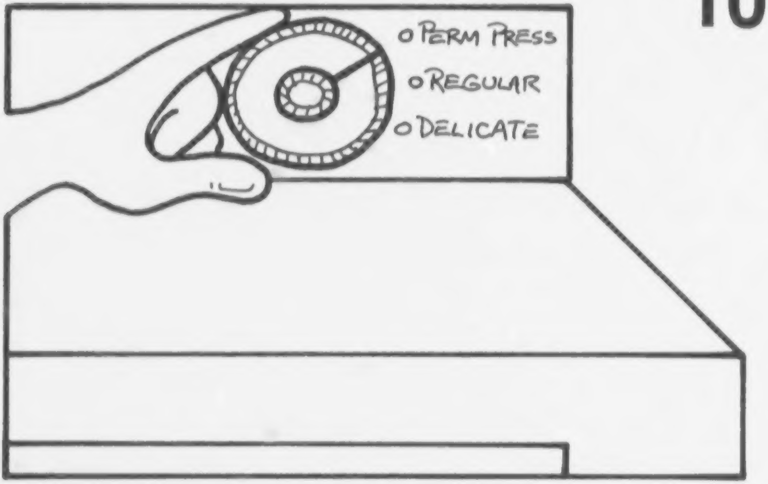
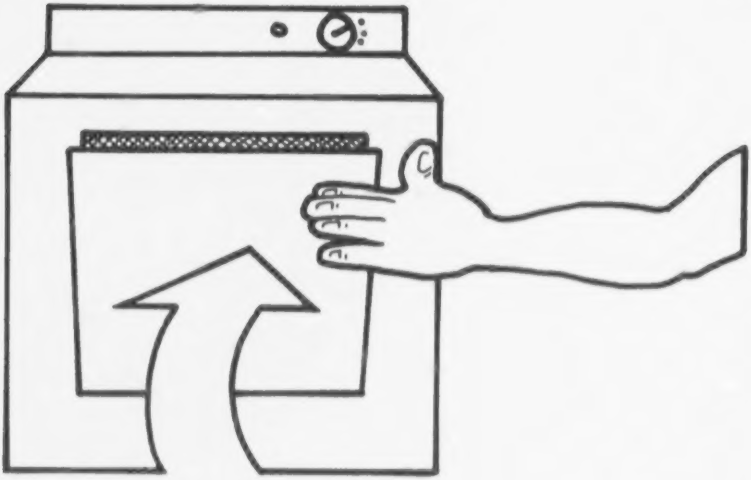
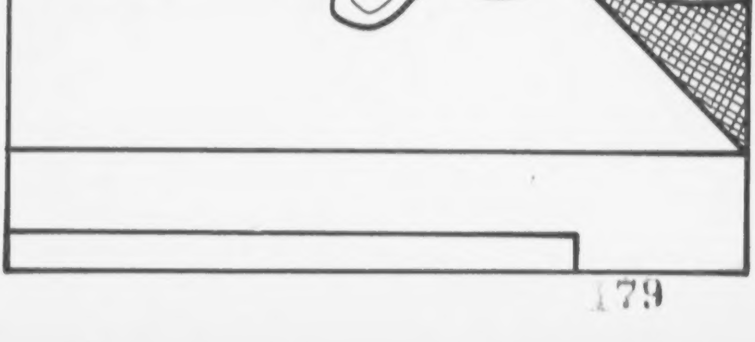

o PERM PRESS
o REGULAR
o DELICATE

9



11



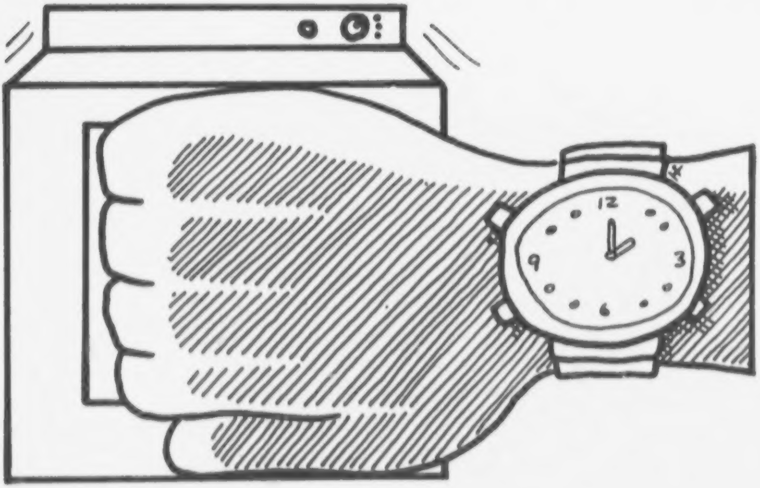
9. Close the dryer door.

11. Press the START button.

8. Put the fabric softener sheet in the dryer on top of the wet clothes.

10. Turn the dial to the correct setting.
    Permanent Press
    Regular
    Delicate

12



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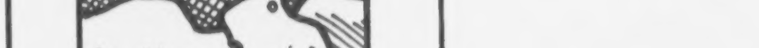

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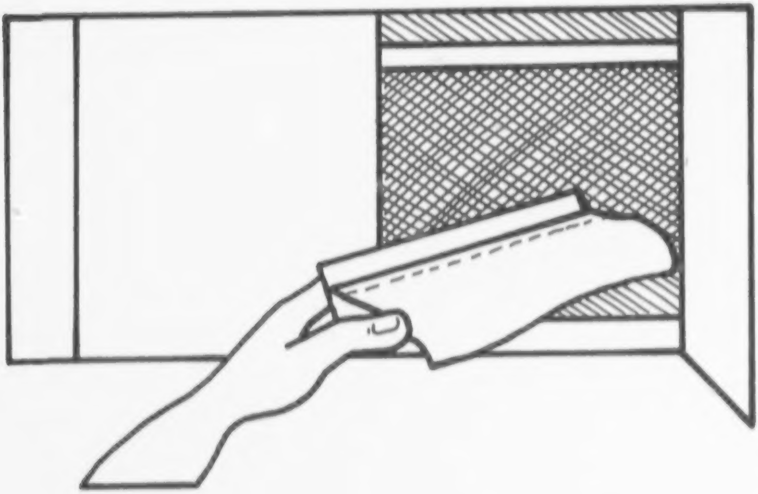

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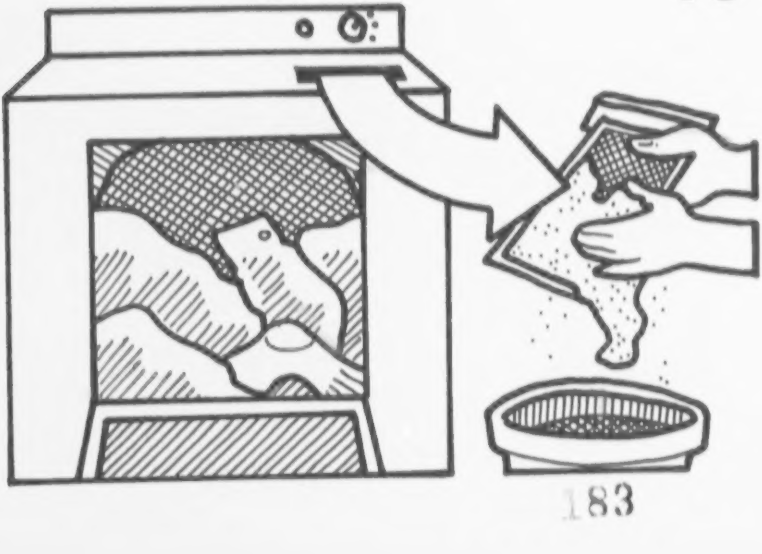


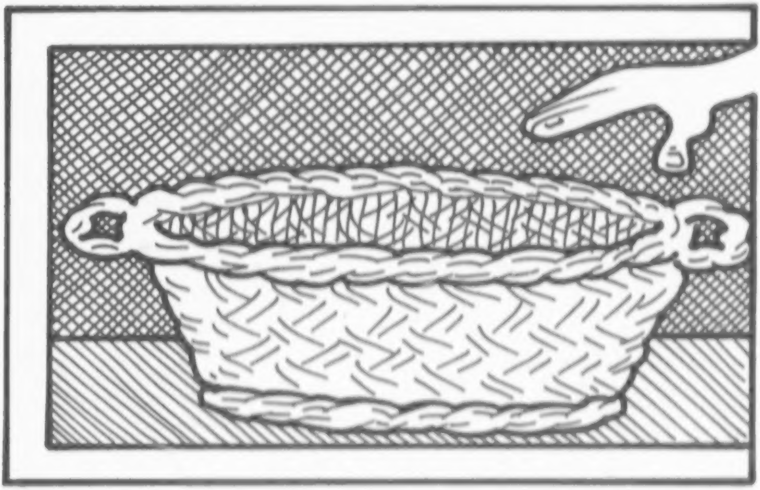
13. While waiting for the dryer to stop, return the box of fabric softener sheets to its proper storage place.

15. Clean the lint filter. Throw the lint in the trash. (Put the filter back into the proper place in the dryer if needed.)

12. Wait for the dryer to go through the dry cycle.

14. When the clothes dryer stops, open the door.

16



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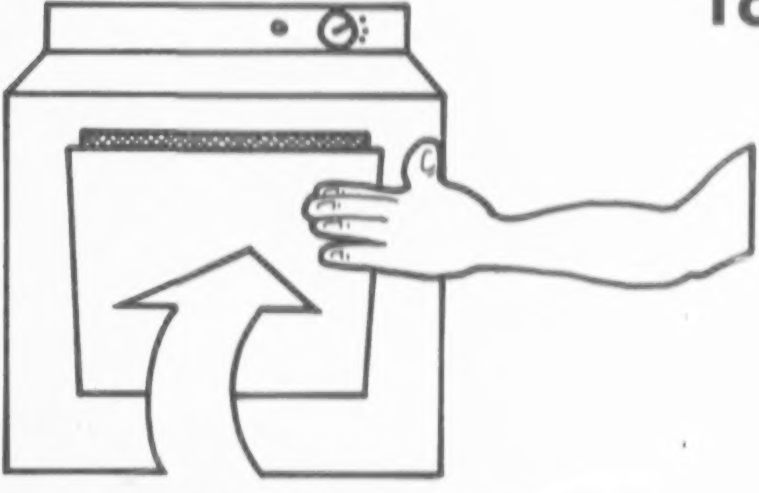

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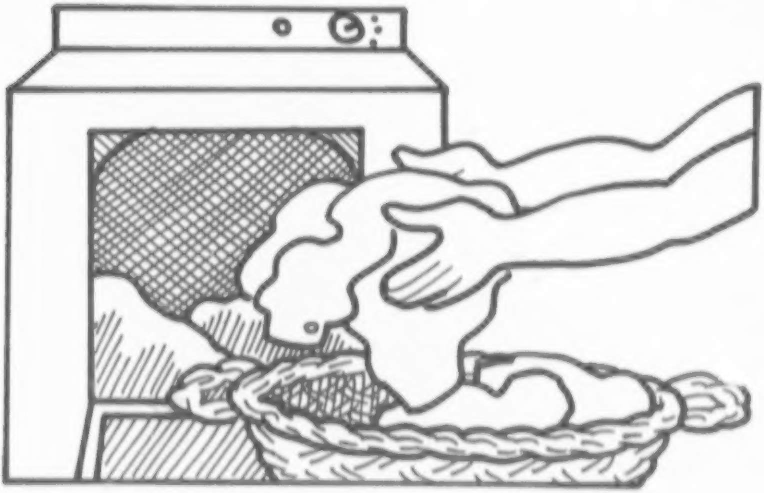
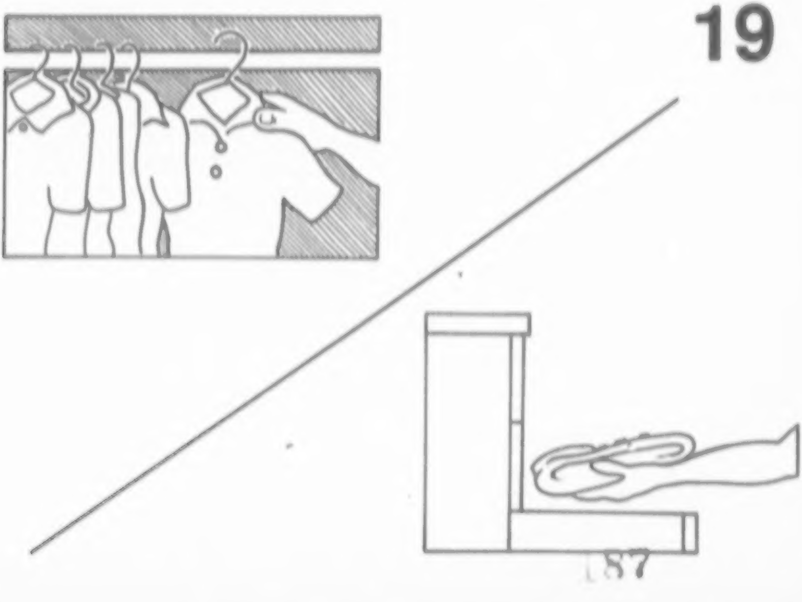


19



17. Take the dry clothes out of the dryer and put them in the laundry basket.

19. Put the clothes in their proper storage places.

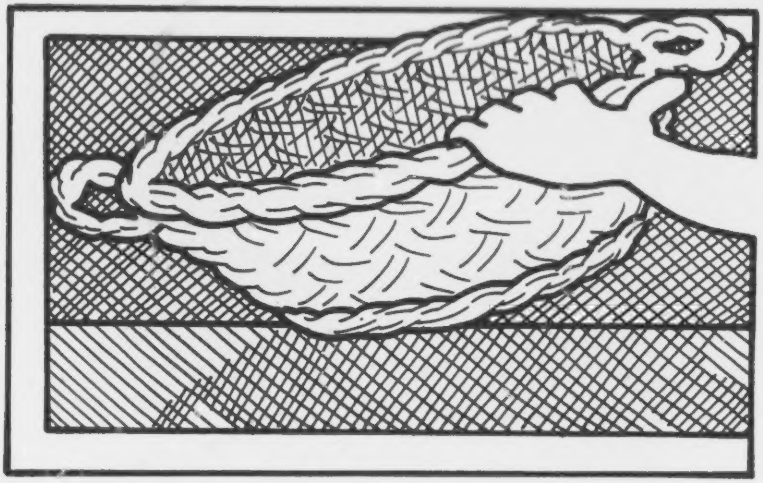
Hang the clothes on hangers that are stored in the closet. Put them in the proper closet.

Fold the clothes that are stored in dresser drawers or on shelves. Be sure to smooth out all the wrinkles. Put them in the proper storage place.

16. Get the laundry basket.

18. Close the dryer door.

20



20. Return the laundry basket to its proper storage place.

Object Recognition

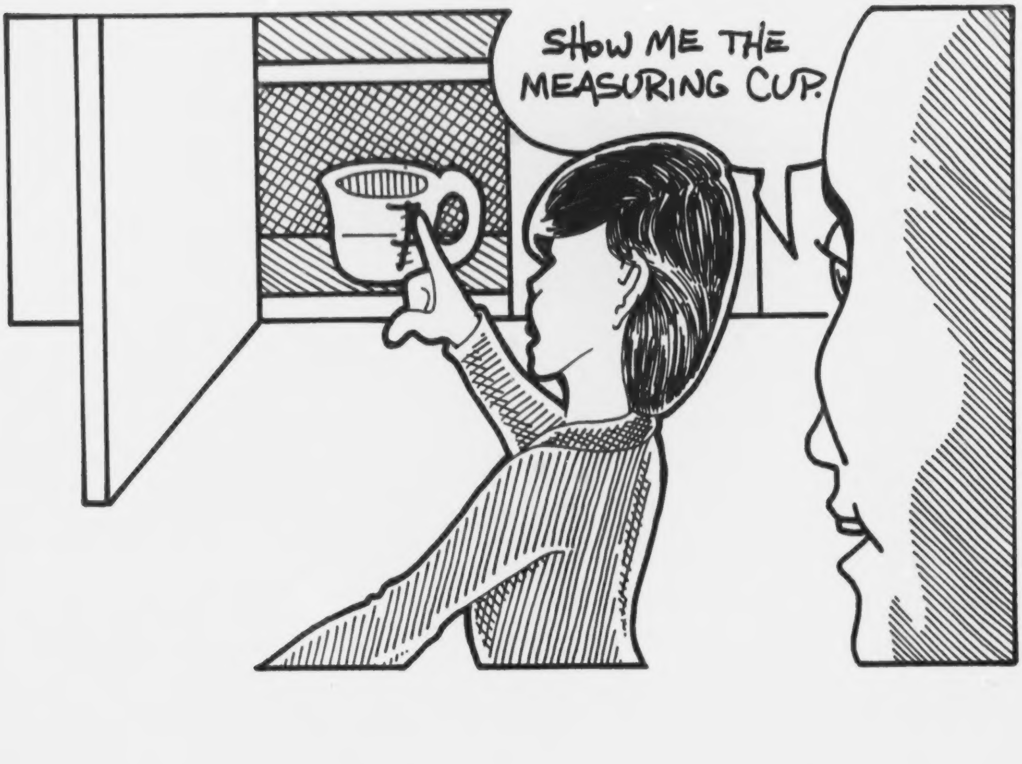
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in doing the laundry when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 113)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME THE MEASURING CUP.

Recognition of Objects Needed for a Routine Task

GOAL: To improve receptive language skills

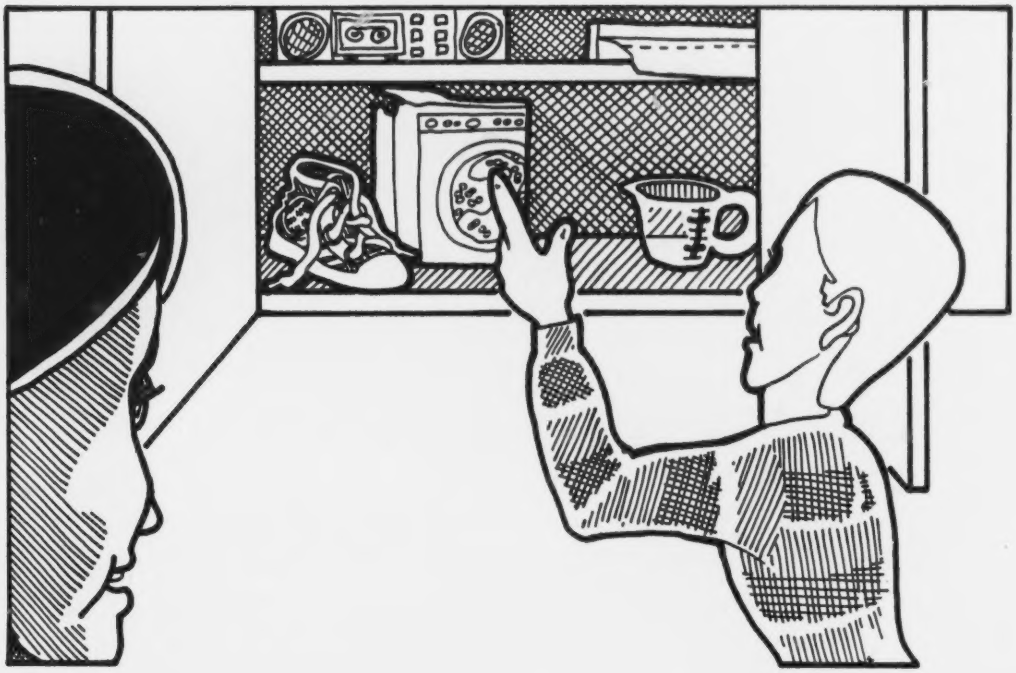
OBJECTIVE: The individual will recognize objects needed for the routine task of doing the laundry.

MATERIALS: Objects used for the task (See Vocabulary List, page 113)

Other objects that are unrelated to the task.

ACTIVITIES:

1. Present the individual with a choice of items, some related to doing the laundry and others unrelated to the task. Direct the individual to "Find the ones we use to do the laundry."
2. Direct the individual to "Find the things needed to do the laundry." Have the individual find the items in their normal storage places.



Picture Search

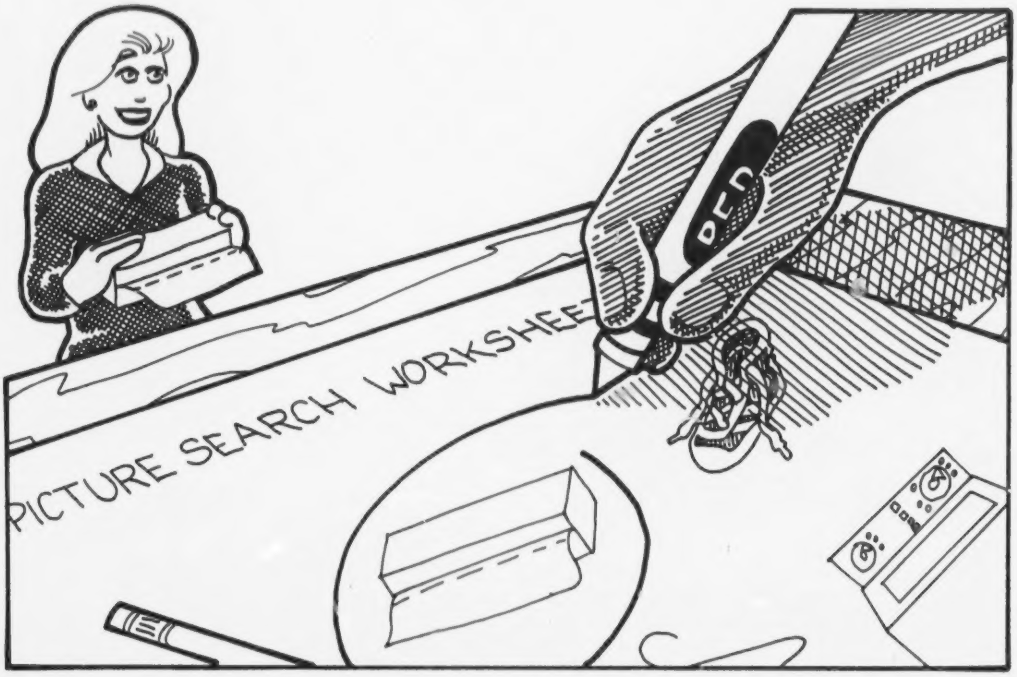
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in doing the laundry, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

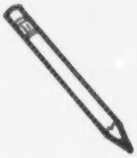
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in doing the laundry. Do not use the real objects unless the individual needs help.

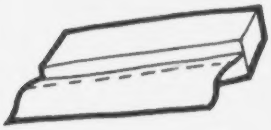


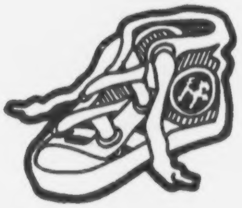
Doing the Laundry
Picture Search Worksheet

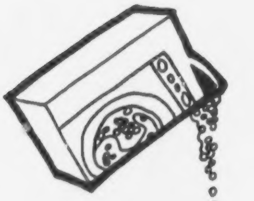
Name ______________________________

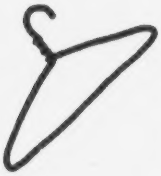
Look at the pictures below. Find the things you use to do the laundry. Draw a circle around those pictures.

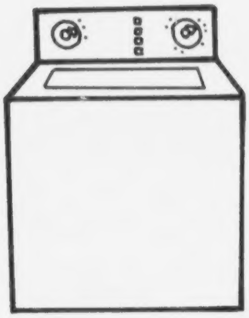


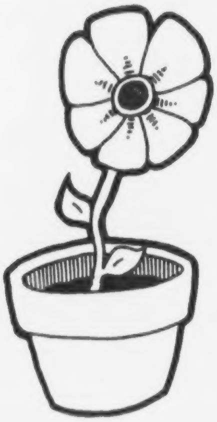


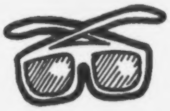


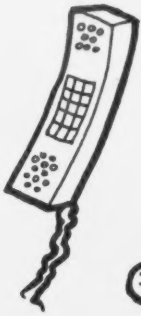


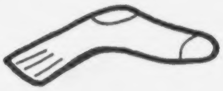


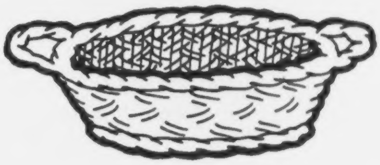


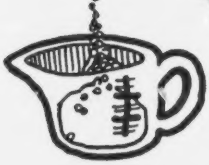












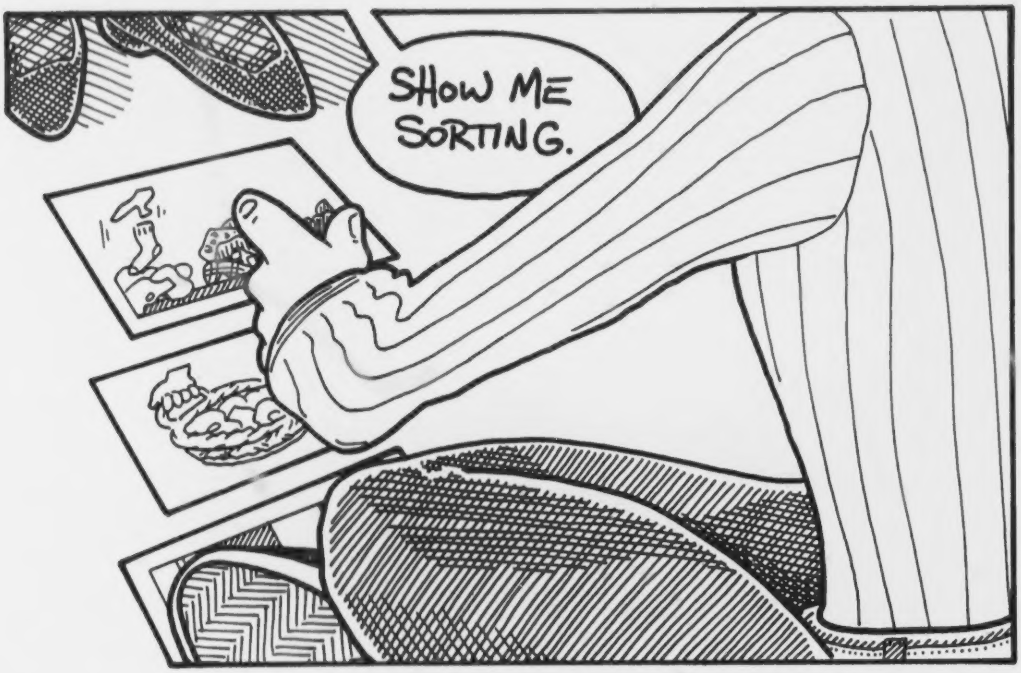
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with doing the laundry, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


SHOW ME SORTING.

Follow Single-Step Directions

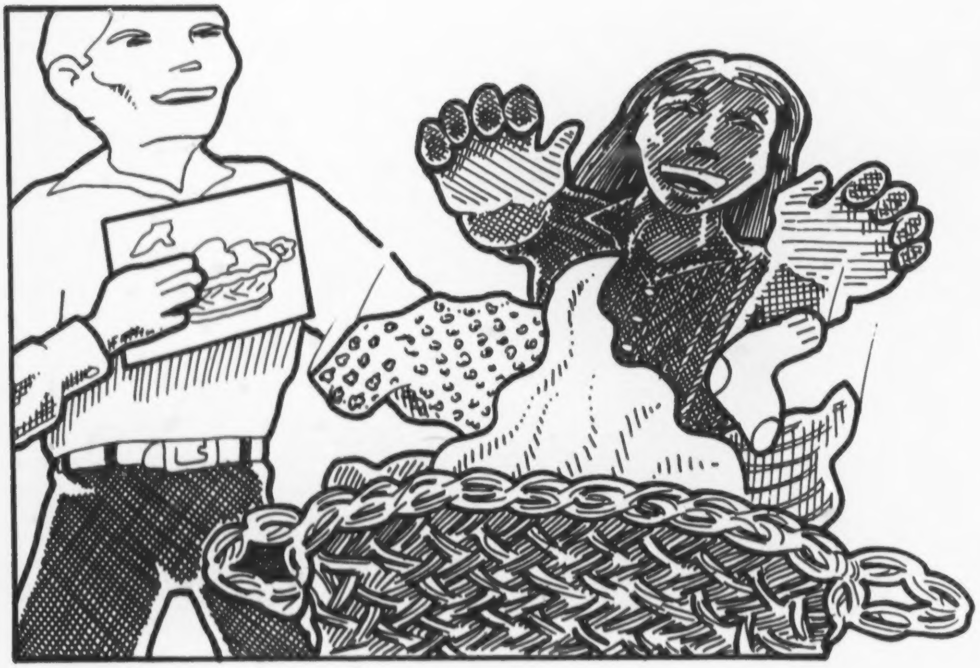
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for doing the laundry when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Doing the Laundry (pages 114, 119, 129-130)

ACTIVITIES: Refer to Steps for Doing the Laundry. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

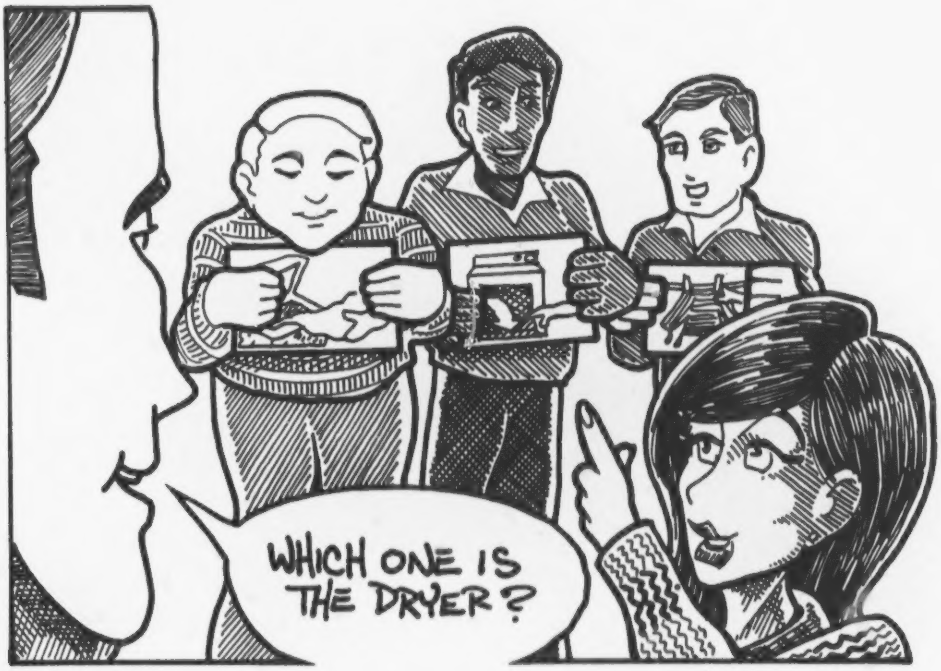
OBJECTIVE: The individual will respond to simple questions about the task of doing the laundry, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Doing the Laundry

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Doing the Laundry lists, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHICH ONE IS THE DRYER?

Simple Questions for Doing the Laundry
Level 1

1. Which one is the washing machine (or washer)?
2. Which one is the dryer?
3. Which one is the laundry detergent (or soap powder)?
4. Which one is the fabric softener sheet?
5. Which one is the hamper?
   Which one is the laundry basket?
6. What is the person getting?
   What is the person using?
7. What is the person sorting?
8. What is the person measuring or pouring into the washer?
9. What is the person putting in the dryer?
10. What is the person setting (or pushing) on the washer to make it work?

Level 2

11. Who is washing the clothes?
12. Where do you wash clothes?
13. What do you put dirty clothes into so you can carry them to the laundry room?
14. What do you keep dirty clothes in before you are ready to wash them?
15. What do you do with the wet clothes when the washer cycle is finished?
16. What do you do with the clean clothes when the dryer cycle is finished?
17. How do you sort dirty clothes?
18. When do you do the laundry?
19. Why do you do the laundry?
20. What do you do with the clean clothes after they have been folded or put on hangers?

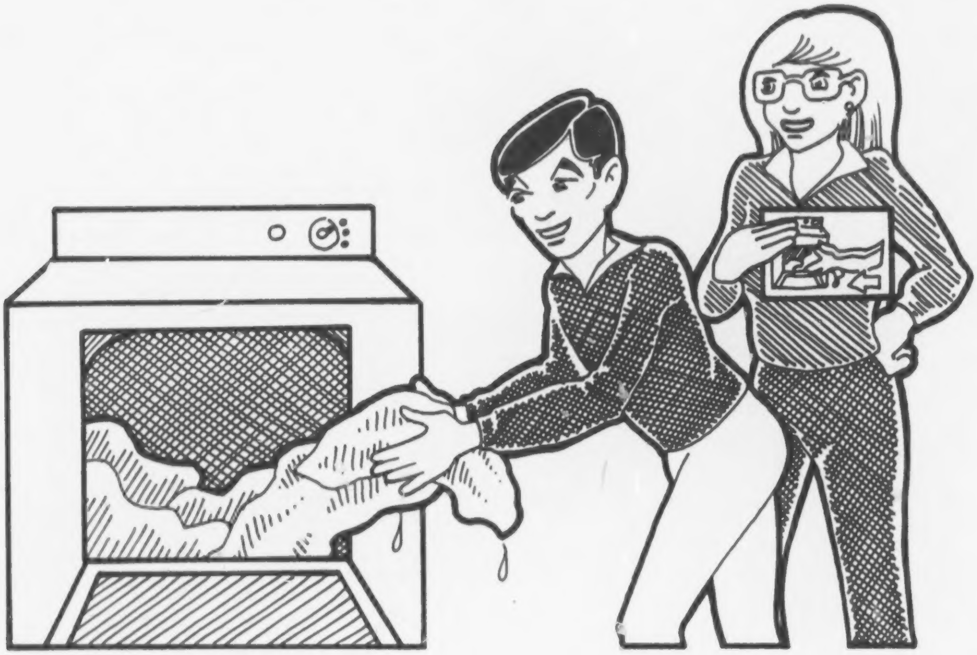
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of doing the laundry, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

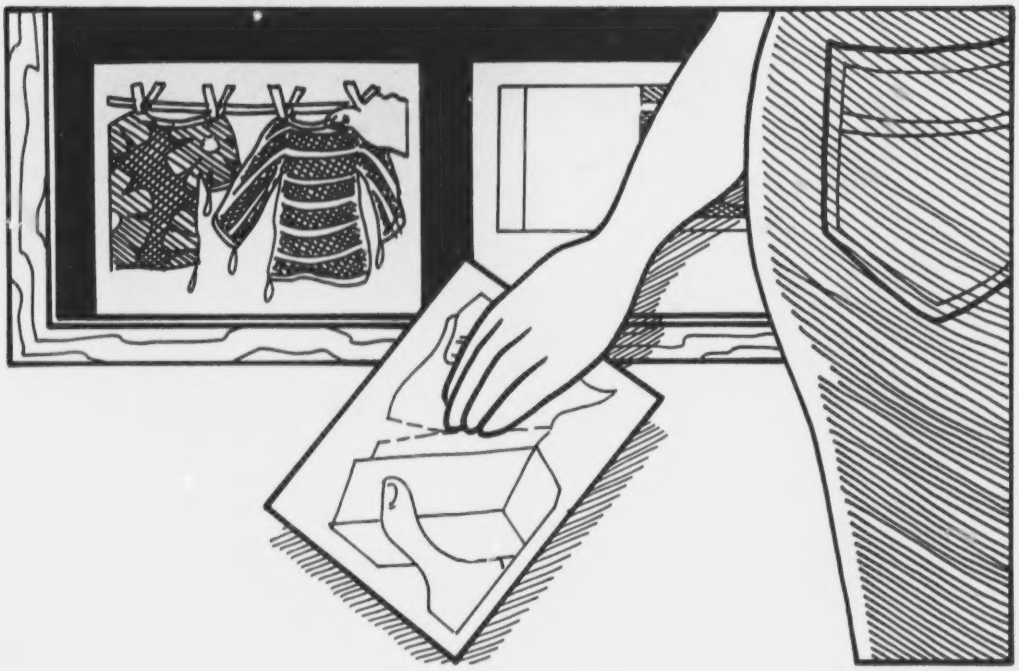
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of doing the laundry, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

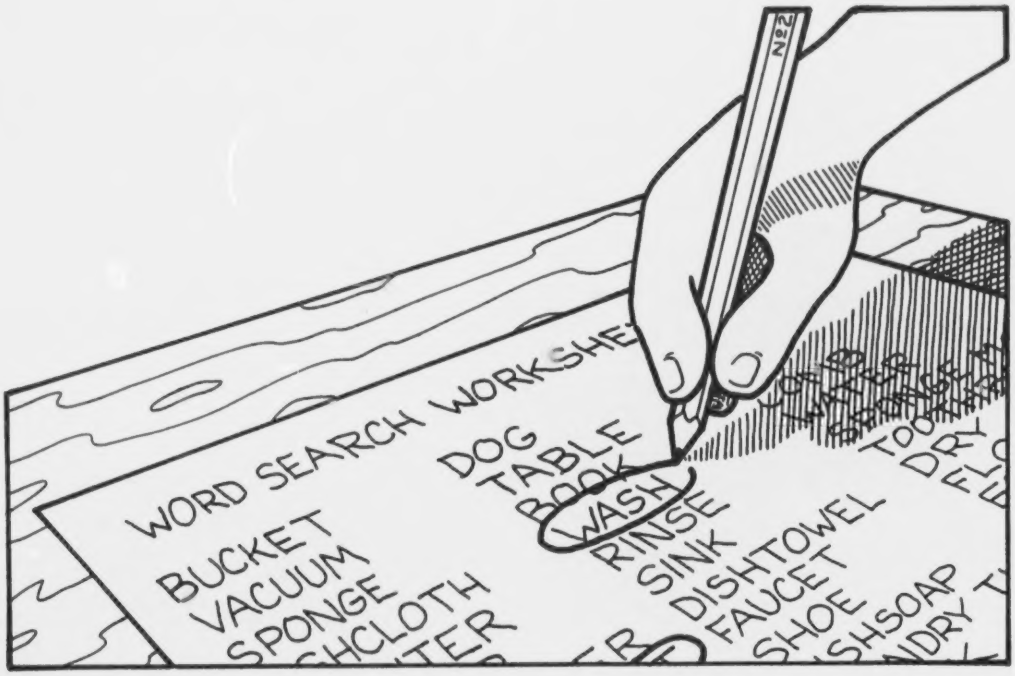
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of doing the laundry, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in doing the laundry.
2. Have the individual copy those words on the lines at the bottom of the page.


No 2
WORD SEARCH WORKSHE
DOG
TABLE
BOOK
WASH
RINSE
SINK
DISHTOWEL
FAUCET
SHOE
SHSOAP
DRY
BUCKET
VACUUM
SPONGE
CHCLOTH
TER

Doing the Laundry
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to do the laundry. Circle those words.

clothes
dish towel
washing machine
vacuum
spoon
water
sponge
dog
shoe
laundry basket
laundry basket
measuring cup
table
dish soap
toothbrush
counter
book
paint
dryer
mixer
milk
laundry soap
washtub
pencil
eraser
detergent
sink
sugar
fabric softener sheet

2. Look at the words you have circled above. These are the things you need to do the laundry. Copy those words on the lines below.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Word Closure

GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in doing the laundry, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.

WORD CLOSURE WORKSH
1. WASHING MACHINE
2. FABRIC SOFTENER
3.

Doing the Laundry
Word Closure Worksheet 1

Name ________________________________

1. W __ __ H I N __
   M A __ __ I N __
2. __ A B __ I C
   S __ F T __ N E __
3. D __ T E R __ E __ T
4. __ A S __ C Y __ L __
5. D __ Y E __ D __ __ R
6. L __ N T F __ L T __ R
7. S __ __ P
   P __ W D __ __
8. __ A U N __ R __
   R __ __ M
9. M __ __ S __ R __ N G
   C __ P
10. __ A U __ D R Y
    B __ S K __ T
11. W A __ __ T __ B
12. W __ S __ E __
13. P __ R M __ N E __ T
    P R __ S __
14. __ L O __ H __ S
15. C __ O S __ T
16. D __ Y E __
17. D R __ __ E R
18. __ O A D
19. S __ A R __
20. H __ N G __ __
21. __ O R T
22. __ A M __ E R
23. __ E A __ U R __
24. D R __ __ S E __
25. F __ L __

Vocabulary List

WASHING MACHINE
FABRIC SOFTENER
DETERGENT
WASH CYCLE
DRYER DOOR
LINT FILTER
SOAP POWDER
LAUNDRY ROOM
MEASURING CUP
LAUNDRY BASKET
WASHTUB
WASHER
PERMANENT PRESS
CLOTHES
CLOSET
DRYER
DRAWER
LOAD
START
HANGER
SORT
HAMPER
MEASURE
DRESSER
FOLD

Doing the Laundry
Word Closure Worksheet 2

Name ______________________________

1. W __ __ H I N __
   M A __ __ I N __
2. __ A B __ I C
   S __ F T __ N E __
3. D __ T E R __ E __ T
4. __ A S __ C Y __ L __
5. D __ Y E __ D __ __ R
6. L __ N T F __ L T __ R
7. S __ __ P
   P __ W D __ __
8. __ A U N __ R __
   R __ __ M
9. M __ __ S __ R __ N G
   C __ P
10. __ A U __ D R Y
    B __ S K __ T
11. W A __ __ T __ B
12. W __ S __ E __
13. P __ R M __ N E __ T
    P R __ S __
14. __ L O __ H __ S
15. C __ O S __ T
16. D __ Y E __
17. D R __ __ E R
18. __ O A D
19. S __ A R __
20. H __ N G __ __
21. __ O R T
22. __ A M __ E R
23. __ E A __ U R __
24. D R __ __ S E __
25. F __ L __

Vocabulary List

PERMANENT
PRESS
WASHTUB
DRYER DOOR
MEASURING CUP
DRESSER
LAUNDRY BASKET
FABRIC SOFTENER
LINT FILTER
LAUNDRY ROOM
SOAP POWDER
WASHING MACHINE
WASH CYCLE
FOLD
LOAD
DETERGENT
START
SORT
WASHER
CLOSET
DRAWER
MEASURE
HANGER
CLOTHES
DRYER
HAMPER

Doing the Laundry
Word Closure Worksheet 3

Name ______________________________

1. H ___ M P ___ R
2. S T ___ ___ T
3. ___ I N ___ F I ___ ___ E R
4. ___ A N ___ E R
5. ___ R Y ___ R
6. ___ E T ___ R G ___ N ___
7. ___ O R ___
8. ___ A S ___ T U ___
9. M ___ A ___ U ___ E
10. ___ A U ___ D R ___ R ___ O M
11. F ___ L D
12. L ___ A ___
13. ___ R Y ___ R ___ O O R
14. ___ ___ O T H ___ ___
15. W ___ S ___ C ___ C L ___
16. ___ O A ___ P O ___ D ___ R
17. ___ E A ___ U R ___ N ___ ___ U P
18. ___ A U ___ D ___ Y B ___ ___ K E T
19. ___ R E S ___ ___ R
20. ___ E R M ___ ___ E N ___ P ___ ___ S S
21. ___ A B ___ ___ C S O ___ ___ E ___ E R
22. D R ___ W ___ ___
23. W ___ S ___ E ___
24. ___ L O S ___ ___
25. ___ ___ S H ___ N ___ M A ___ ___ I N E

Vocabulary List

WASHER
MEASURING CUP
FABRIC SOFTENER
CLOSET
LINT FILTER
FOLD
DRESSER
LOAD
CLOTHES
HANGER
DRAWER
WASH CYCLE
HAMPER
SORT
DRYER
START
DETERGENT
MEASURE
LAUNDRY BASKET
SOAP POWDER
WASHTUB
DRYER DOOR
LAUNDRY ROOM
WASHING MACHINE
PERMANENT PRESS

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

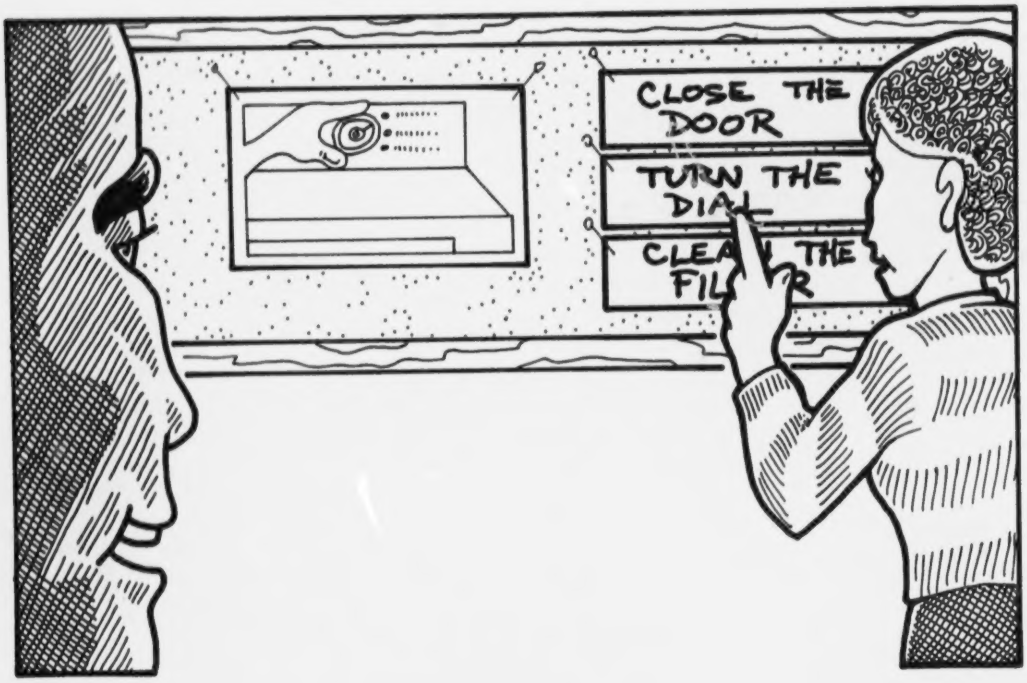
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

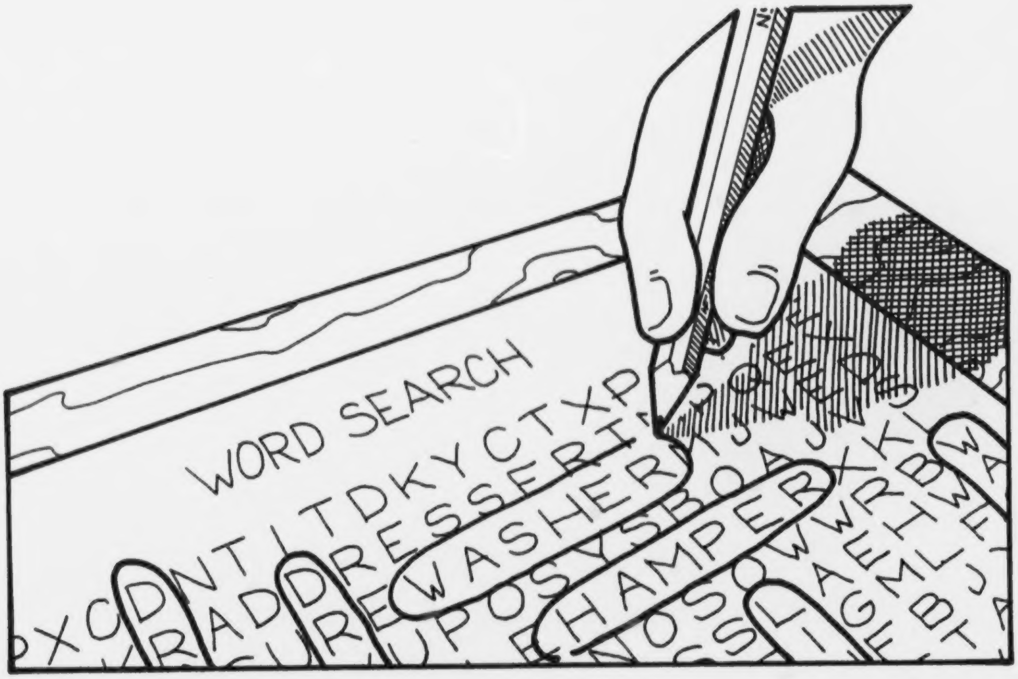
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with doing the laundry, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Doing the Laundry
Answer Keys
Word Search Puzzle 1

```
P E R M A N E N T P R E S S D R E S S E R
M E A S U R I N G C U P M E A S U R E . .
C L O T H E S . . . L A U N D R Y R O O M
L O A D . D R Y E R F O L D . . . . . . .
. . . . . . . F A B R I C S O F T E N E R
D E T E R G E N T W A S H C Y C L E . . .
W A S H E R . . . . . . . . . . . . . . .
L I N T F I L T E R H A N G E R . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . H A M P E R . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . C L O S E T . .
. D R Y E R D O O R . . . . . . . . . . .
S O A P P O W D E R . . . . . . . . . . .
. . . . D R A W E R . . . . . . . . . . .
. S O R T . . W A S H I N G M A C H I N E
L A U N D R Y B A S K E T W A S H T U B .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . S T A R T
```

Word Search Puzzle 2

```
. . . W A S H C Y C L E . . M . . . . . .
. . F A B R I C S O F T E N E R . . . . .
. . . S . . . . . . . D C W A S H T U B .
. . . H . . . . . . . E L . S T A R T . .
. . . I . . . . . . . T O . U . . . . . .
L A U N D R Y B A S K E T . R . D . . . .
I . . G . . D R A W E R H D I . R . . . .
N . . M . H . . H A N G E R N . Y . . . .
T . . A L A . . . . . E S Y G . E . . . .
F . . C A M . . C . . N . E C . R . . . .
I . . H U P F O L D . T . R U . D . . . .
L . . I N E M L O A D S O A P P O W D E R
T . . N D R E S S E R . . . . . O A . . .
E . P E R M A N E N T P R E S S R S . . .
R . . . Y . S . T . . . . . . . . H . . .
. . S O R T U . . . . . . . . . . E . . .
. . . . O . R . . . . . . . . . . R . . .
. . . . O . E . . . . . . . . . . . . . .
. . . . M . . . . . . . . . . . . . . . .
```

Word Search Puzzle 3

```
. . . . D . . . . . . . . T . . . . . .
. . . . R . . D R E S S E R . . . . . .
. . M E A S U R E W A S H E R . . . . .
. . F . W . E Y . . O S . . . . . . . .
. W A . E Y . E . L E H A M P E R . . .
. A B . R . . R C H . . O S . . . R . W
. S R D . T S D T . . O S . L . E . . A
. H I . R . A O . . R E P . I G . . . S
. I C O . O L O A Y R U . . N . . . . H
. N S . L C . R R P C . . A T S T A R T
. G O . . . . D T G P . H . F . . . N U
. M F . . . N N N . . O . . I . . E . B
. A T . . U E I . . . . W . L . G . . .
. C E . A N R . . . . . . D T R . . . .
. H N L A U N D R Y B A S K E T . . . .
. I E M S . . . . . . . D T R R . . . .
. N R A W A S H C Y C L E . . . . . . .
. E E . . . . . . . O D . . . . . . . .
P M . . . . . . . F . . . . . . . . . .
```

Doing the Laundry
Word Search Puzzle 1

Name ______________________________

```
P E R M A N E N T P R E S S D R E S S E R
M E A S U R I N G C U P M E A S U R E M W
C L O T H E S C R Y L A U N D R Y R O O M
L O A D Q D R Y E R F O L D T R H L X F Z
G I N K Q J C F A B R I C S O F T E N E R
D E T E R G E N T W A S H C Y C L E W G L
W A S H E R V F S N X E X E A B X X N U S
L I N T F I L T E R H A N G E R E B H P N
T R A C H W W O H L P X R D H P X P A Y Q
R O V F A M H A M P E R Z W H L V H Q J N
L B Z A H Q Y H E N I M Q P Q A J L B J A
Z I G V J W P J T K C M M C L O S E T Q N
F D R Y E R D O O R N U Q S Z K W H B M F
S O A P P O W D E R G Y B K Y M W F V S I
Y Q Y H D R A W E R D E I L T S T K G E O
C S O R T L J W A S H I N G M A C H I N E
L A U N D R Y B A S K E T W A S H T U B R
G K Y B I B V L U O W Y R L P E I Y G I J
D V Q L Q D Y D W Y A U V T H I S T A R T
```

Can you find these words?

PERMANENT PRESS
LAUNDRY BASKET
SOAP POWDER
DETERGENT
MEASURE
HAMPER
CLOSET
DRYER
FOLD

WASHING MACHINE
MEASURING CUP
LINT FILTER
WASH CYCLE
CLOTHES
DRAWER
WASHER
SORT

FABRIC SOFTENER
LAUNDRY ROOM
DRYER DOOR
WASHTUB
DRESSER
HANGER
START
LOAD

Doing the Laundry
Word Search Puzzle 2

Name ______________________________

E A I W A S H C Y C L E J H M Z E A G D P
L K F A B R I C S O F T E N E R J M V A X
R O C S A U S F I B A D C W A S H T U B S
G J V H Q P C D X G T E L K S T A R T A X
J V I I B N F N D L R T O A U H V Y Z E R
L A U N D R Y B A S K E T J R K D C L L W
I P P G K L D R A W E R H D I V R J G P W
N H N M K H A B H A N G E R N H Y F B S H
T V Y A L A S B Y B O E S Y G C E T Z Y O
F T V C A M J Q C B B N Q E C A R D A F D
I N T H U P F O L D X T F R U G D W U Y N
L I V I N E M L O A D S O A P P O W D E R
T Z F N D R E S S E R Q C O X Q O A I A I
E V P E R M A N E N T P R E S S R S C K E
R Y J H Y G S G T O I O O Q Q O N H F H D
J P S O R T U X J M L A W O K F K E O U G
A N H S O W R P E Q C R R A L C O R G J S
W F S W O G E G Z Z J B M D Q N G N M L U
O P L L M L X U X F N T W O H V J D G G X

Can you find these words?

PERMANENT PRESS
LAUNDRY BASKET
SOAP POWDER
DETERGENT
MEASURE
HAMPER
CLOSET
DRYER
FOLD
WASHING MACHINE
MEASURING CUP
LINT FILTER
WASH CYCLE
CLOTHES
DRAWER
WASHER
SORT
FABRIC SOFTENER
LAUNDRY ROOM
DRYER DOOR
WASHTUB
DRESSER
HANGER
START
LOAD

Doing the Laundry
Word Search Puzzle 3

Name ______________________________

P P X C D N T I T D K Y C T X P U I R E
N S B K R A D D R E S S E R T M P Q E X
U E M E A S U R E W A S H E R M J W E D
J Q F Y W W E Y U P O S Y S B O A J V S
G W A Q E Y B E J L E H A M P E R X K L
M A B I R Z A R C H A N O S O W W R B W
Q S R D P T S D T L X O S S L A E H W A
T H I X R H A O W T R E P E I G M L F S
P I C O K O L O A Y R U A E N F B J Y H
T N S W L C C R R P C R E A T S T A R T
H G O Y K G E D T G P D H P F I W V N U
K M F G P L N N N G J O C U I R J E O B
D A T O J U E I L T X Y W N L D G K V V
W C E N A N R G X S X E O D T R U W M P
W H N L A U N D R Y B A S K E T B F W Q
P I E M S Q A P F A A M D T R R E L E R
O N R A W A S H C Y C L E E G C D A O P
H E E L T A R F Q J O D V M Q I V C R W
P M P M F I F W H F R H O P O P R A K U

Can you find these words?

PERMANENT PRESS
LAUNDRY BASKET
SOAP POWDER
DETERGENT
MEASURE
HAMPER
CLOSET
DRYER
FOLD
WASHING MACHINE
MEASURING CUP
LINT FILTER
WASH CYCLE
CLOTHES
DRAWER
WASHER
SORT
FABRIC SOFTENER
LAUNDRY ROOM
DRYER DOOR
WASHTUB
DRESSER
HANGER
START
LOAD

Crossword Puzzles

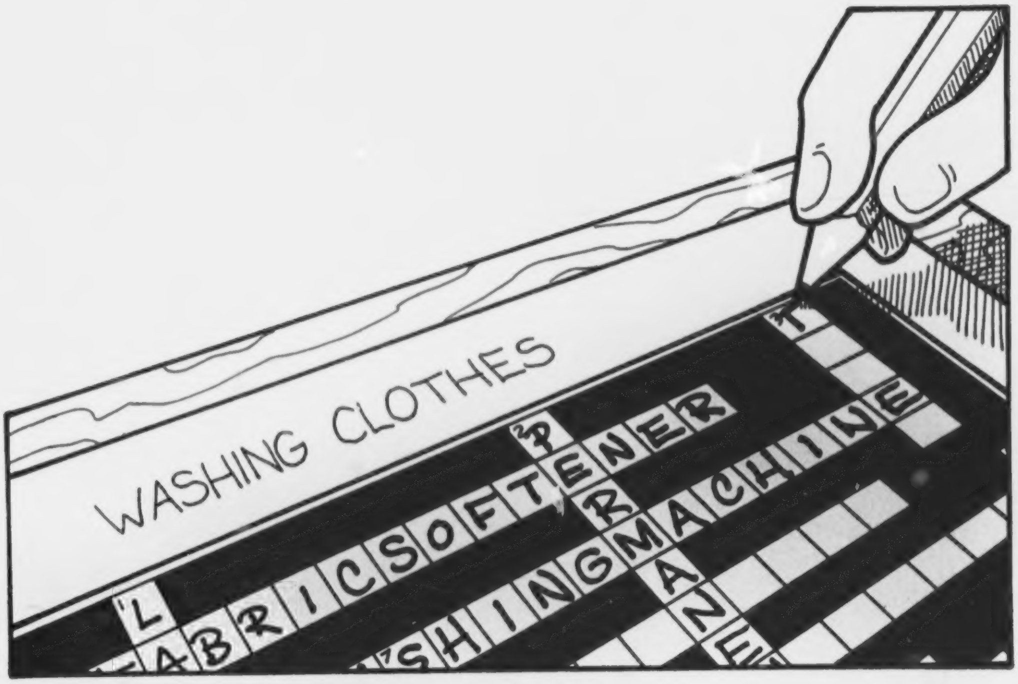
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in doing the laundry.

MATERIALS: Crossword Puzzle 1, 2, or 3

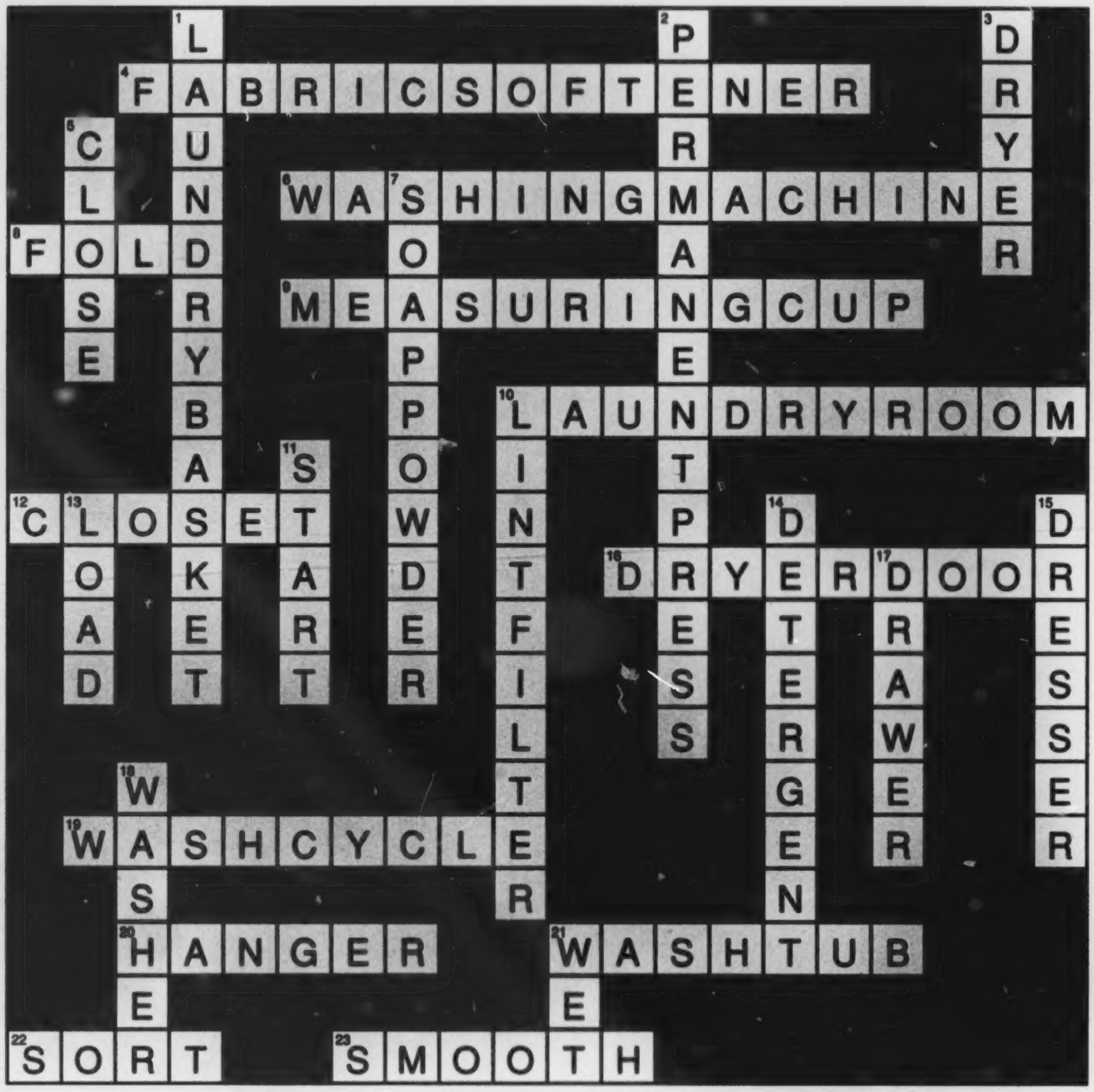
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



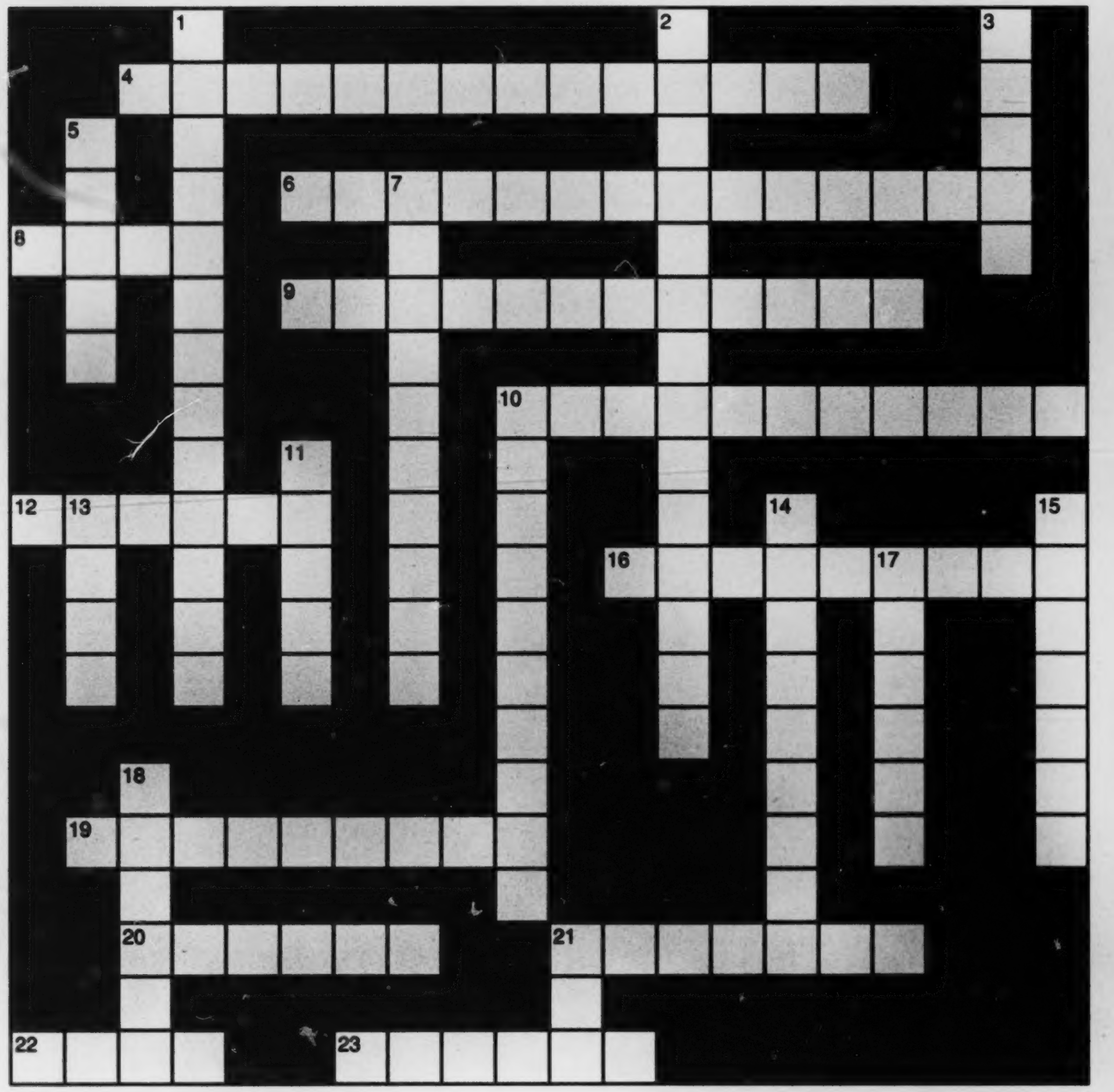
Doing the Laundry
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 LAUNDRYBASKET
2 PERMANENTPRESS
3 DRYER
4 FABRICSOFTENER
5 CLOSE
6 WASHINGMACHINE
7 SOAPPOWDER
8 FOLD
9 MEASURINGCUP
10 LAUNDRYROOM
10 LINTFILTER
11 START
12 CLOSET
13 LOAD
14 DETERGENT
15 DRESSER
16 DRYERDOOR
17 DRAWER
18 WASHER
19 WASHCYCLE
20 HANGER
21 WASHTUB
21 WET
22 SORT
23 SMOOTH

Doing the Laundry
Crossword Puzzles 1, 2, and 3

Name ____________________


1
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23

Doing the Laundry
Crossword Puzzle 1

Name ____

Across Clues

4. FABRICSOFTENER (2 words)
6. WASHINGMACHINE (2 words)
8. FOLD
9. MEASURINGCUP (2 words)
10. LAUNDRYROOM (2 words)
12. CLOSET
16. DRYERDOOR (2 words)
19. WASHCYCLE (2 words)
20. HANGER
21. WASHTUB
22. SORT
23. SMOOTH

Down Clues

1. LAUNDRYBASKET (2 words)
2. PERMANENTPRESS (2 words)
3. DRYER
5. CLOSE
7. SOAPPOWDER (2 words)
10. LINTFILTER (2 words)
11. START
13. LOAD
14. DETERGENT
15. DRESSER
17. DRAWER
18. WASHER
21. WET

Word List

CLOSE
CLOSET
DETERGENT
DRAWER
DRESSER
DRYER
DRYER DOOR
FABRIC SOFTENER
FOLD
HANGER
LAUNDRY ROOM
LAUNDRY BASKET
LINT FILTER
LOAD
MEASURING CUP
PERMANENT PRESS
SMOOTH
SORT
SOAP POWDER
START
WASHING MACHINE
WASH CYCLE
WASHTUB
WASHER
WET

Doing the Laundry
Crossword Puzzle 2

Name ________________________________

Across Clues

4. FABRIC SOFTENER—used to fluff and soften clothes
6. WASHING MACHINE–machine used to wash clothes
8. FOLD—to bring one part over another part of an object
9. MEASURING CUP—container used to put soap powder into
10. LAUNDRY ROOM—place where a washer and dryer are kept
12. CLOSET—small area to store clothes
16. DRYER DOOR—front of a dryer
19. WASH CYCLE—cycle used to wash clothes
20. HANGER—used to hang clothes on
21. WASHTUB—inside of a washing machine
22. SORT—to put clothes in groups
23. SMOOTH—opposite of wrinkle

Down Clues

1. LAUNDRY BASKET—container used to put clothes in to carry them
2. PERMANENT PRESS—a drying cycle
3. DRYER—machine used to dry clothes
5. CLOSE—opposite of open
7. SOAP POWDER—powder used to clean clothes
10. LINT FILTER—part of a dryer that collects lint
11. START—opposite of stop
13. LOAD—a pile or amount of clothes
14. DETERGENT—same as soap powder
15. DRESSER—furniture used for storing clothes
17. DRAWER—part of a dresser
18. WASHER—machine used to wash clothes
21. WET—opposite of dry

Word List

CLOSE
CLOSET
DETERGENT
DRAWER
DRESSER
DRYER
DRYER DOOR
FABRIC SOFTENER
FOLD

HANGER
LAUNDRY ROOM
LAUNDRY BASKET
LINT FILTER
LOAD
MEASURING CUP
PERMANENT PRESS
SMOOTH

SORT
SOAP POWDER
START
WASHING MACHINE
WASH CYCLE
WASHTUB
WASHER
WET

Doing the Laundry
Crossword Puzzle 3

Name ______________________________

Across Clues

4. used to fluff and soften clothes (2 words)
6. machine used to wash clothes (2 words)
8. to bring one part over another part of an object
9. container used to put soap powder into (2 words)
10. place where a washer and dryer are kept (2 words)
12. small area to store clothes
16. front of a dryer (2 words)
19. cycle used to wash clothes (2 words)
20. used to hang clothes on
21. inside of a washing machine
22. to put clothes in groups
23. opposite of wrinkle

Down Clues

1. container used to put clothes in to carry them (2 words)
2. a drying cycle (2 words)
3. machine used to dry clothes
5. opposite of open
7. powder used to clean clothes (2 words)
10. part of a dryer that collects lint (2 words)
11. opposite of stop
13. a pile or amount of clothes
14. same as soap powder
15. furniture used for storing clothes
17. part of a dresser
18. machine used to wash clothes
21. opposite of dry

Word List

CLOSE
CLOSET
DETERGENT
DRAWER
DRESSER
DRYER
DRYER DOOR
FABRIC SOFTENER
FOLD
HANGER
LAUNDRY ROOM
LAUNDRY BASKET
LINT FILTER
LOAD
MEASURING CUP
PERMANENT PRESS
SMOOTH
SORT
SOAP POWDER
START
WASHING MACHINE
WASH CYCLE
WASHTUB
WASHER
WET

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

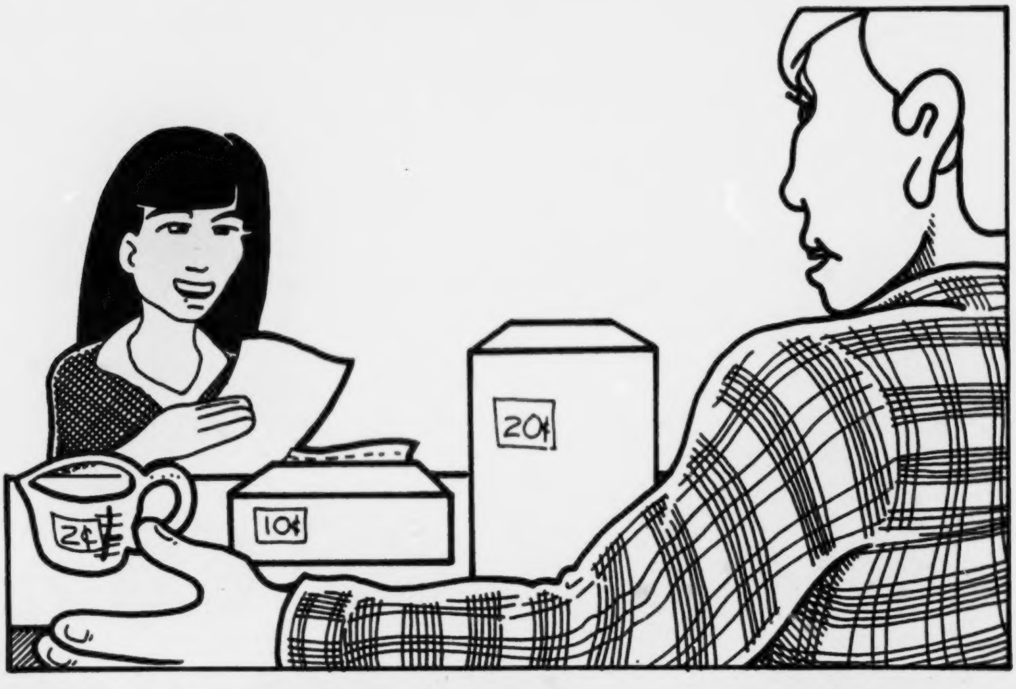
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 375-382)

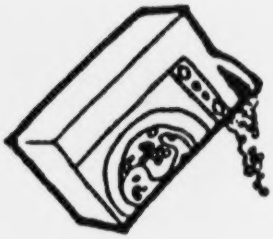
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

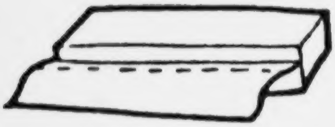


Doing the Laundry
Shopping List Worksheet

Name ____



Laundry Soap ____________ ¢



Fabric Softener Sheet ____________ ¢

Measuring Cup ____________ ¢

Total ____________ ¢

Label Objects or Pictures

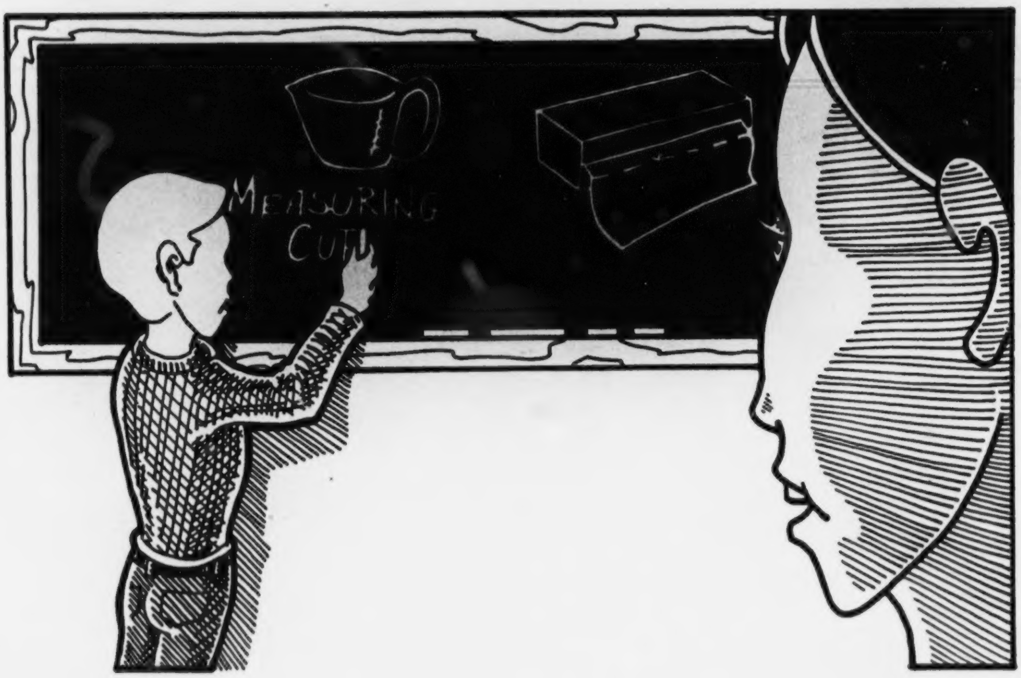
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in doing the laundry.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Doing the Laundry, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in doing the laundry. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in doing the laundry. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



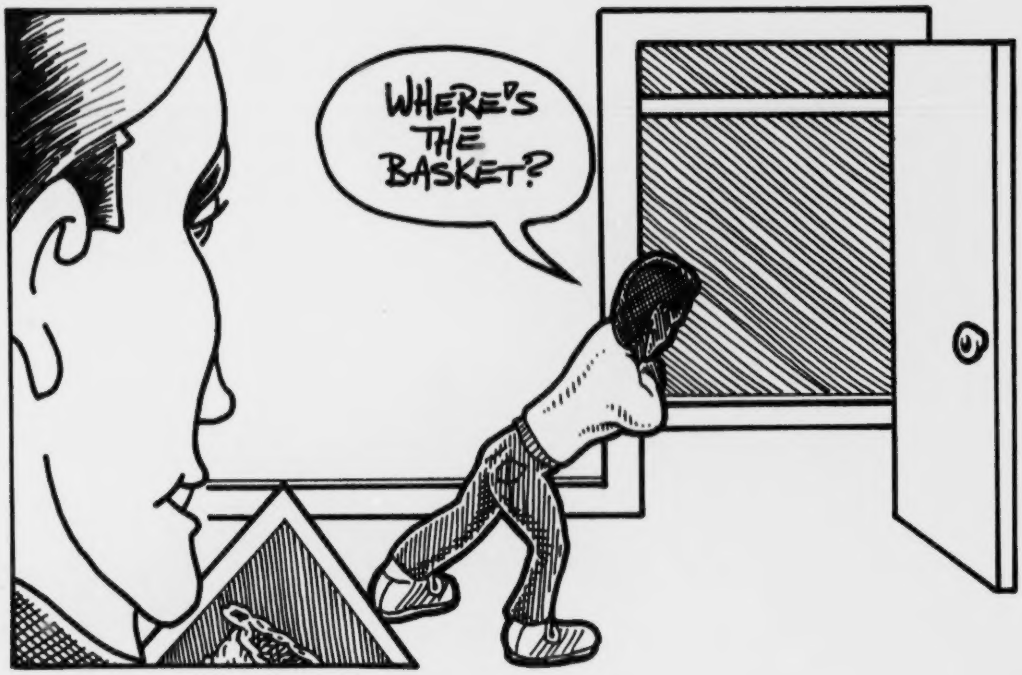
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of doing the laundry.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Doing the Laundry, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to do the laundry. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE BASKET?

Label or Request Actions

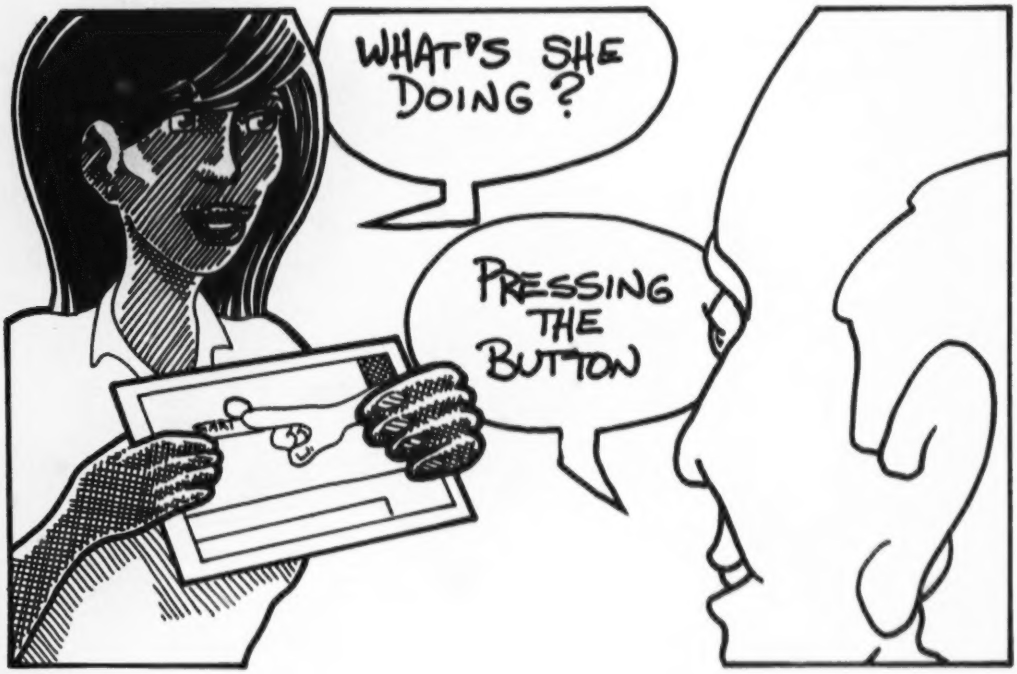
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with doing the laundry, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.



Express Action Steps, Using a Word, Phrase, or Sentence

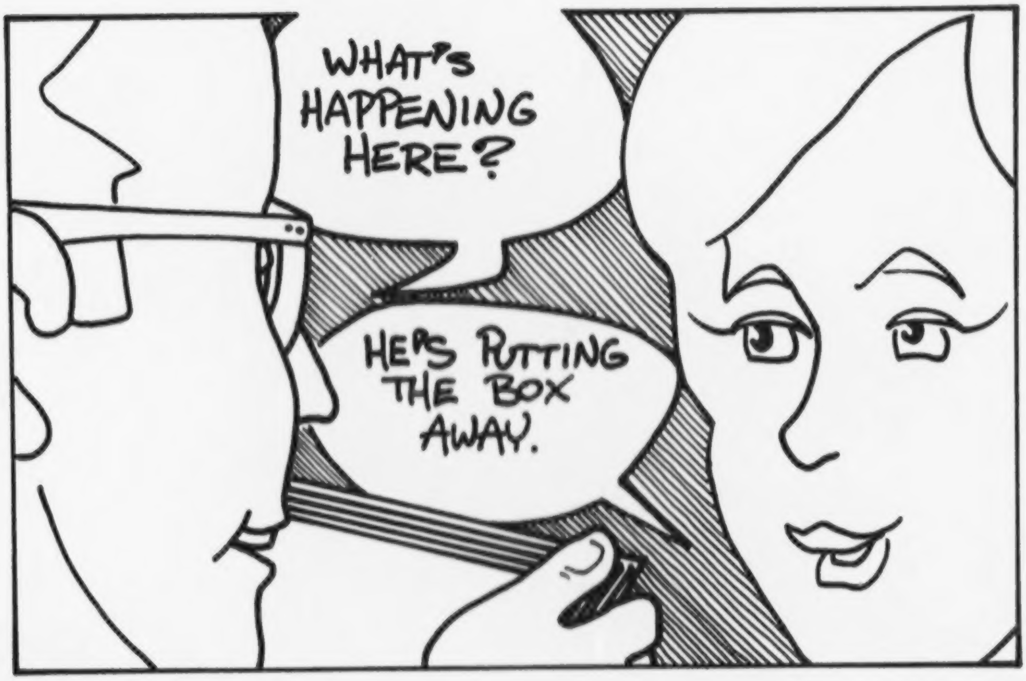
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HAPPENING HERE?
HE'S PUTTING THE BOX AWAY.

Answer Simple Questions

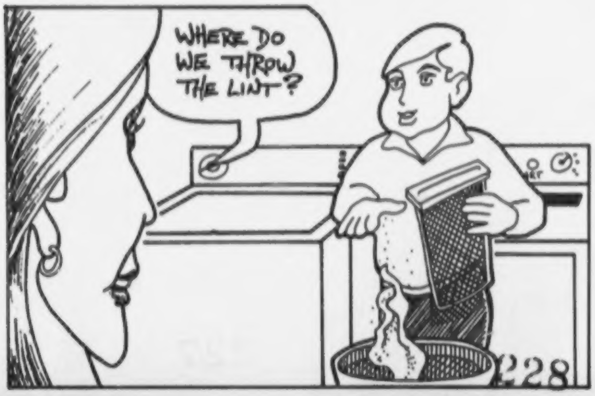
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of doing the laundry.

MATERIALS: Simple Questions for Doing the Laundry (page 150)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Doing the Laundry list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Doing the Laundry list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHERE DO WE THROW THE LINT?

Doing the Laundry
Multiple Choice Questions

Name ______________________________

1. What do you keep dirty clothes in before you are ready to do the laundry?
    a. The garage
    b. A hamper
    c. The dryer

2. What do you add to the washer to clean the clothes?
    a. Laundry detergent or soap powder
    b. Dishwasher detergent
    c. Floor cleaner

3. What do you use to carry clothes to the laundry room?
    a. Washtub
    b. Hamper
    c. Laundry basket

4. Where do you take dirty clothes to wash them?
    a. Sink or faucet
    b. Laundry room
    c. Bathtub

5. What do you put in the dryer to make the clothes soft and fluffy?
    a. Soap powder
    b. Pillows
    c. Fabric softener sheets

6. What are the three colored piles you sort dirty clothes into?
    a. Whites, lights, and darks
    b. Whites, stripes, and darks
    c. Lights, brights, and blacks

7. Where do you put the clean wet clothes after the wash cycle is finished?
    a. In the dryer
    b. In the hamper
    c. In the dresser drawers

8. What water temperature do you use for washing dark colored clothes?
   a. Hot water
   b. Warm water
   c. Cold water

9. When do you wash clothes?
   a. When you feel like it
   b. When you have one or two pieces of dirty clothing
   c. When you have a load of dirty clothes of the same color

10. What do you do with the laundry detergent before you pour it into the washer?
    a. Put the lid on it
    b. Measure the proper amount
    c. Put it in its proper storage place

Doing the Laundry
Yes/No Questions

Name ____

1. Do you use the washing machine to dry clothes?

   YES NO

2. Do you use laundry detergent to get clothes clean?

   YES NO

3. Do you use fabric softener sheets to fluff and soften the clothes in the dryer?

   YES NO

4. Do you keep dirty clothes in the dresser drawer?

   YES NO

5. Do you carry dirty clothes to the laundry room in a hamper?

   YES NO

6. Do you do the laundry when you have a load of dirty clothes of the same color?

   YES NO

7. Do you put the clean, dry clothes in the hamper?

   YES NO

8. Do you pour laundry detergent on the dry clothes?

   YES NO

9. Do you let the wet clothes sit in the washer until they are dry?

   YES NO

10. Do you put the clean, dry laundry away in dresser drawers?

    YES NO

Request Objects, Using a Sentence

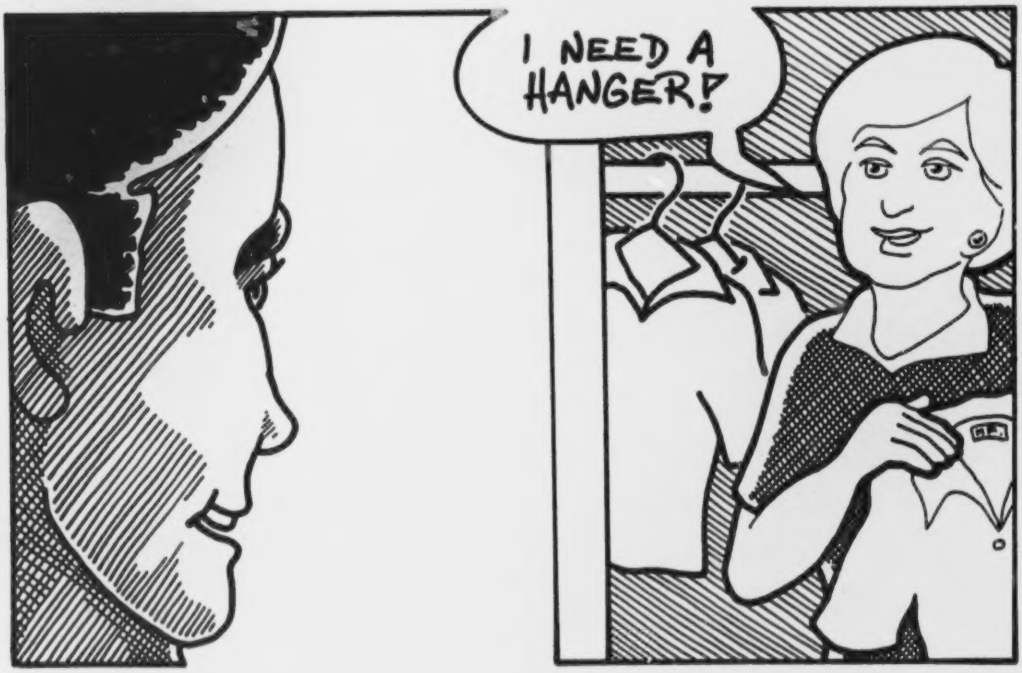
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for doing the laundry, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 113)
Shopping List Worksheet (page 173)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I NEED A HANGER!

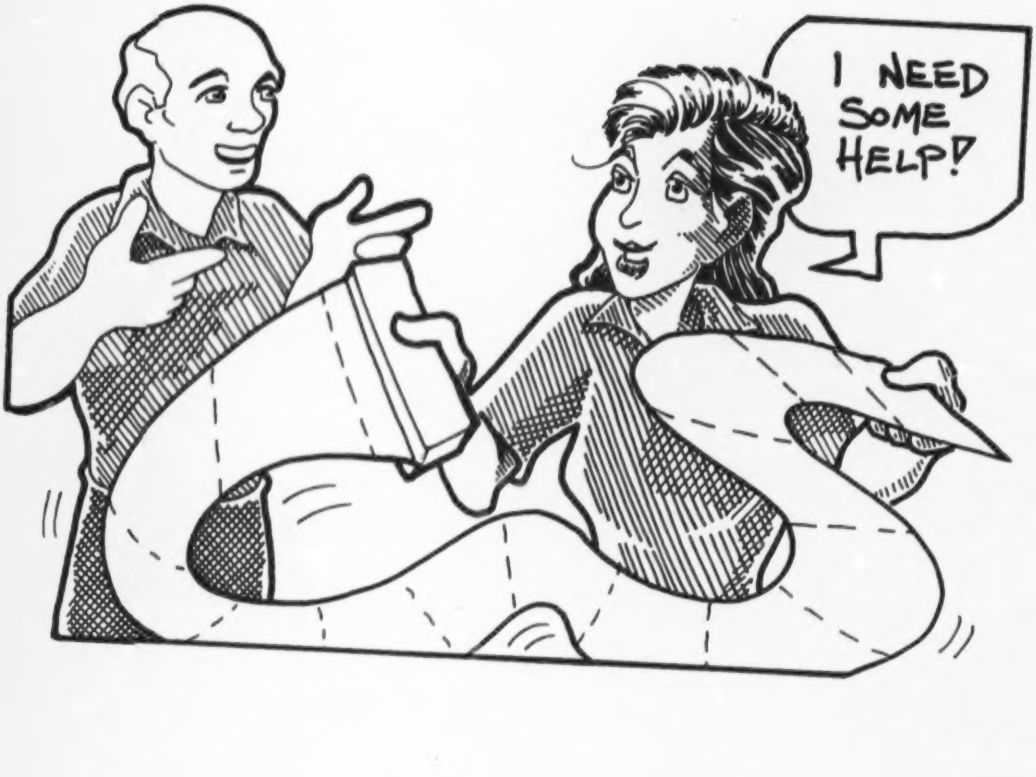
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while doing the laundry. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.


I NEED SOME HELP!

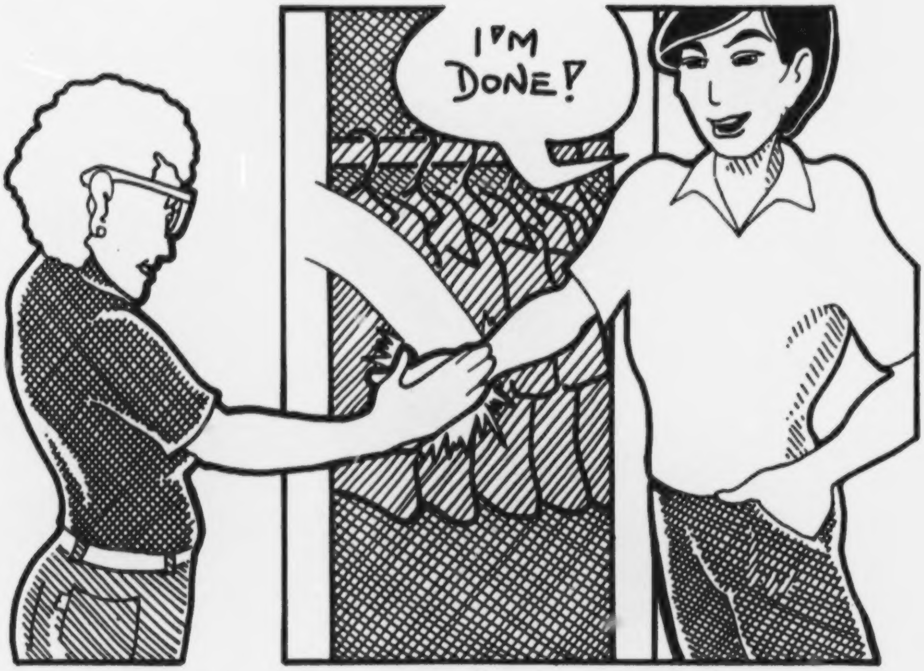
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



Request Information

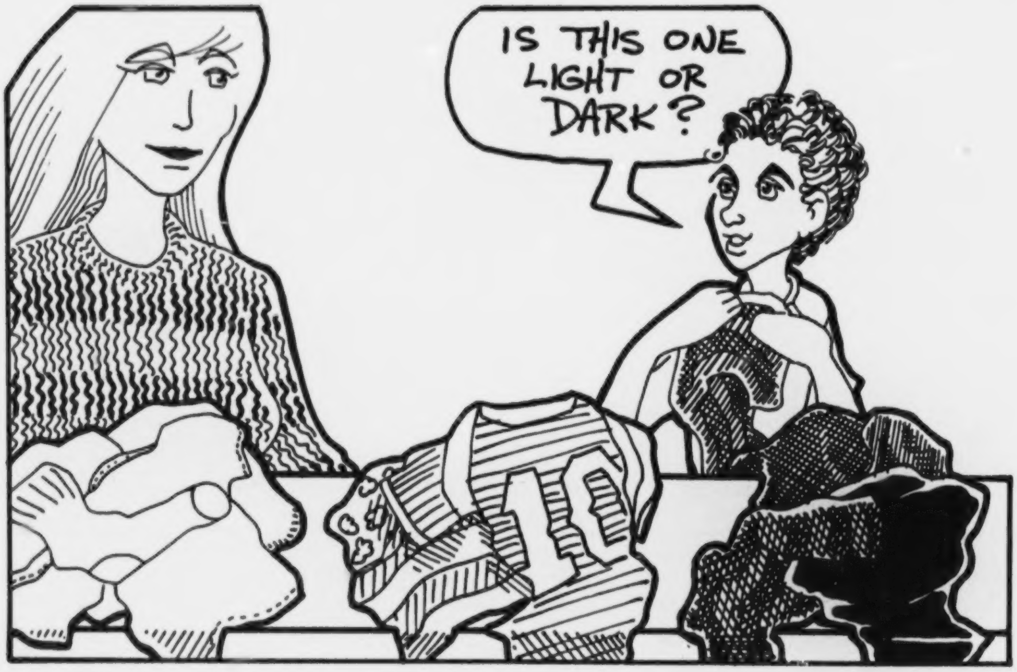
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of doing the laundry.

MATERIALS: Objects used in the task (See Vocabulary List, page 113)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


IS THIS ONE LIGHT OR DARK?

Express Varied Sentence Structures and Pragmatic Functions

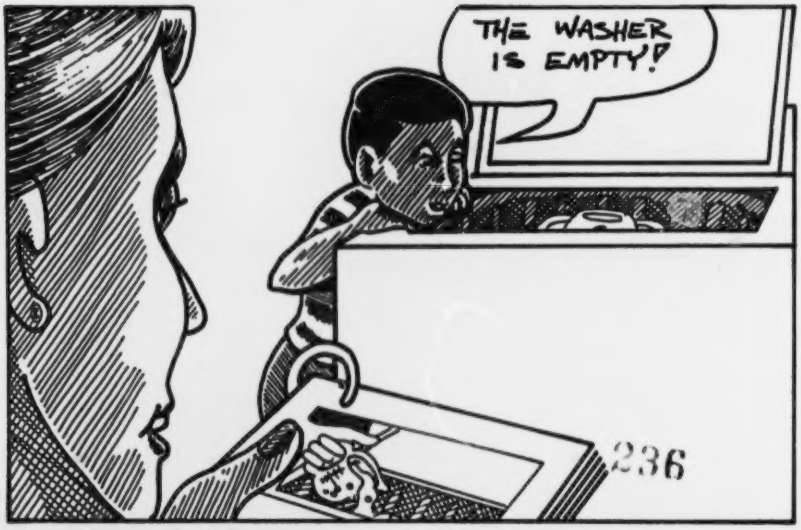
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 113)
Money
Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. Engage the individual in conversation about doing the laundry. Help the individual to use a variety of sentence structures, such as "I am going to do the laundry" (agent + action + object) or "Dirty clothes!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of doing the laundry. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


THE WASHER IS EMPTY!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

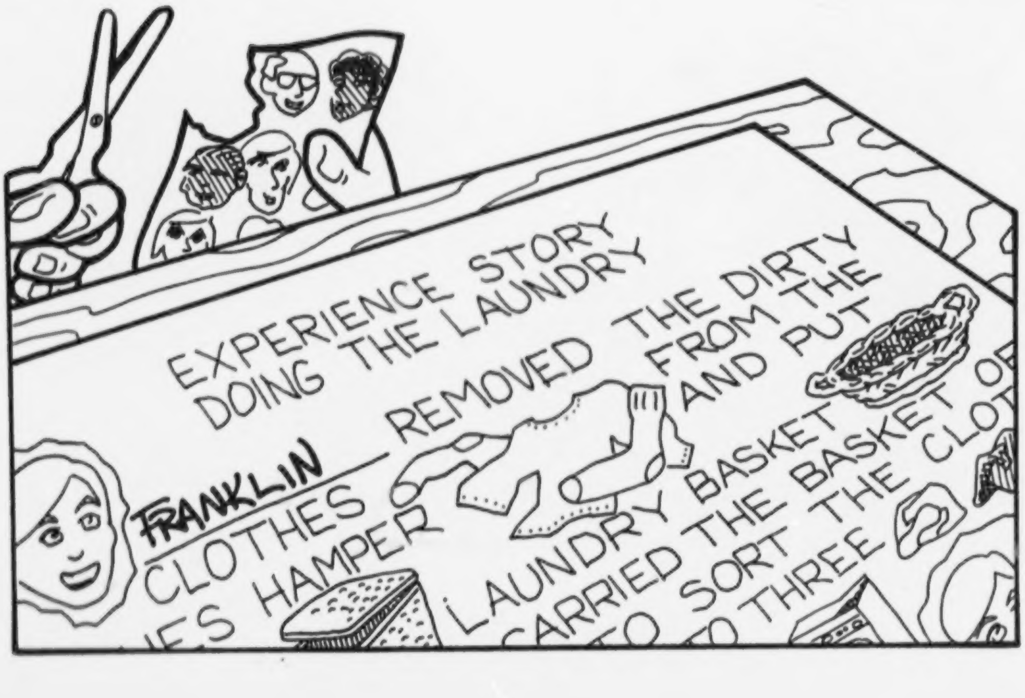
MATERIALS: Experience Story

Experience Story Faces (pages 383-386)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
DOING THE LAUNDRY
FRANKLIN
REMOVED THE DIRTY
CLOTHES FROM THE
ES HAMPER AND PUT
LAUNDRY BASKET
CARRIED THE BASKET OF
TO SORT THE CLOT
O THREE

Doing the Laundry
Experience Story 1

☐ removed the dirty clothes from the clothes hamper and put them in the laundry basket.

Next, ☐ carried the basket of dirty clothes to the laundry room.

☐ sorted the dirty clothes into three piles. Then ☐ got the detergent.

☐ got a measuring cup, poured the correct amount of detergent into the cup, and set it aside.

Then ☐ chose the correct water temperature and set the dial for the correct load size.

Next, ☐ turned the dial to start the water running into the washtub.

After the water began running into the washtub, ☐ poured the detergent into the washtub.

Then ☐ began putting dirty clothes into the washing machine one or two pieces at a time.

☐ closed the washing machine door and waited for the washer to go through all the cycles.

When the washing machine had completely stopped, ☐ opened the door to remove the clothes from the washer.

The clothes looked bright and clean!

Doing the Laundry
Experience Story 2

took the clean clothes out of the washing machine.

Then opened the dryer door and put them in the clothes dryer.

Some of the clean wet clothes should not go into the dryer, so hung them on hangers.

Next, got the box of fabric softener sheets, removed one sheet, and put it on top of the wet clothes in the dryer.

closed the dryer door, turned the dial to the correct setting, and pressed the START button.

After the dryer started, returned the box of fabric softener sheets to its proper storage place.

When the clothes dryer stopped, opened the door, cleaned the lint filter, and threw the lint in the trash.

took the dry clothes out of the dryer and put them in a laundry basket.

To finish the laundry, hung some of the clean dry clothes on hangers and put them in the closet.

Then folded the clothes that were to be stored in a dresser drawer or on shelves and put them in their proper storage places.

All the clothes looked great when the chore was finished!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 173)

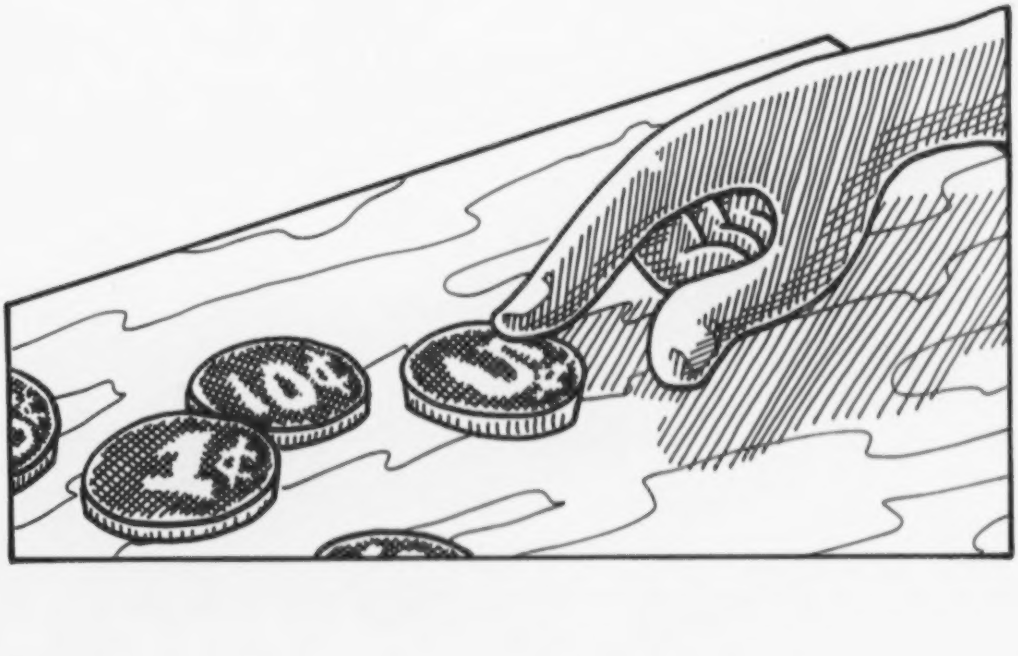
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Doing the Laundry
Skills Profile

Name ________________________________ Date ____________

Instructor ______________________________ Program __________

☒ Skill accomplished
▨ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
☐	☐	☐	☐	☐	1. Label objects or pictures
☐	☐	☐	☐	☐	2. Request objects needed for a routine task
☐	☐	☐	☐	☐	3. Label or request actions
☐	☐	☐	☐	☐	4. Express action steps, using a word, phrase, or sentence
☐	☐	☐	☐	☐	5. Answer simple questions
☐	☐	☐	☐	☐	6. Request objects, using a sentence
☐	☐	☐	☐	☐	7. Request help
☐	☐	☐	☐	☐	8. Indicate completion
☐	☐	☐	☐	☐	9. Request information
☐	☐	☐	☐	☐	10. Express varied sentence structures and pragmatic functions
☐	☐	☐	☐	☐	11. Express and read an experience story
☐	☐	☐	☐	☐	12. Name coins and express value of money

Comments: ____________________

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Doing the Laundry
Goals and Objectives

Name ______________________________ Date ____________

Instructor ______________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

☐	1. The individual will recognize objects used in doing the laundry when given a choice of three objects and asked to "Show me (object)."	______out of ______times
☐	2. The individual will recognize objects needed for the routine task of doing the laundry.	______out of ______times
☐	3. The individual will recognize pictures of objects used in doing the laundry, given the Picture Search Worksheet.	______out of ______times
☐	4. The individual will point to pictures of actions associated with doing the laundry, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
☐	5. The individual will complete actions necessary for doing the laundry when given single-step directions.	______out of ______times
☐	6. The individual will respond to simple questions about the task of doing the laundry, given the choice of three pictures.	______out of ______times
☐	7. The individual will follow sequenced pictures to complete the task of doing the laundry, given the Flip Book.	______out of ______times
☐	8. The individual will correctly sequence pictures for the task of doing the laundry, given pictures from the Flip Book.	______out of ______times
☐	9. The individual will recognize the words indicating items needed for the task of doing the laundry, given the Word Search Worksheet.	______out of ______times
☐	10. The individual will fill in the missing letters of the vocabulary words used in doing the laundry, given a Word Closure Worksheet.	______out of ______times
☐	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with doing the laundry, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in doing the laundry.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in doing the laundry.	______out of ______times
	2. The individual will request objects needed to complete the routine task of doing the laundry.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with doing the laundry, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of doing the laundry.	______out of ______times
	6. The individual will request items needed for doing the laundry, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of doing the laundry.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 3

Cleaning the Bathroom

Letter #1 to Parents or Significant Caregivers

Dear ______________________________ .

We are learning how to clean the bathroom. This skill will help us keep our toilet, sink, tub, and shower sparkling. We are learning to initiate this task when the bathroom needs to be cleaned, and we are trying not to rely on others to tell us when the job needs to be done. It is important for us to learn the steps needed to clean each item safely. We also must learn to be careful when handling cleaners that could be harmful and to return them to the proper storage place when the task is completed. We need to talk with others about our work so we can practice our new vocabulary and develop good sentence structure. All the important words we are learning are listed on the worksheet, Vocabulary List for Cleaning the Bathroom. You can help us look at the picture on that worksheet and find the things named in the vocabulary. The steps necessary for carrying out the task are listed on the worksheets, Steps for the Cleaning the Bathroom. While practicing these steps, we will be learning various parts of the task in different activities. Activity worksheets will be sent to you regularly. They will tell us how to carry out the activities. Please keep them in a folder so they do not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help us learn to perform this task.

We must practice cleaning the bathroom regularly so we can learn and maintain the skills needed for the various tasks involved in this chore. It is important that you supervise our work until you are sure we know how to properly handle the cleaning products. When we are finished with our work, help us evaluate the job we have done. It is important for us to be praised for our efforts and to have opportunities to talk about our work often.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ______________________________,

I am learning how to clean the bathroom. This skill will help me keep our toilet, sink, tub, and shower sparkling. I am learning to initiate this task when the bathroom needs to be cleaned. I am trying to do this task on my own instead of relying on others to tell me when the job needs to be done. It is important for me to learn the steps to clean each item carefully and safely. I must learn to be careful when handling cleaners that could be harmful, and I am learning to return them to their proper storage place when the task is completed. I need to talk to others about my bathroom cleaning skills so I can practice my new vocabulary and develop better sentence structure. All the important words I am learning are listed on the worksheet, Vocabulary List for Cleaning the Bathroom. You can help me look at the picture on that worksheet and find the things named in the vocabulary. The steps necessary for carrying out this task are listed on the worksheets, Steps for Cleaning the Bathroom. While practicing these steps, I will be learning various parts of the task in different activities. Activity worksheets will be sent to you regularly. They will tell me how to carry out the activities. Please keep them in a folder so they do not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice cleaning the bathroom at least once a week so I can learn and maintain the skills needed for the various tasks involved in this chore. It is important that I be given supervision until I can properly handle all the cleaning products. When I am finished cleaning the bathroom, help me evaluate my work. It is important that I have opportunities to talk about this chore and be recognized and praised for my help in keeping our home neat and clean.

____

(Individual's name)

____

(Staff member's name)

Vocabulary List for Cleaning the Bathroom

basket
utility tray
powdered cleanser
liquid cleanser
scrub brush
paper towel
cloth
window washer spray
old towel
bucket
rubber gloves
floor
bathtub
surfaces
bathroom
toilet
toilet bowl cleaner
toilet brush
toilet brush holder
measuring cup
toilet seat
toilet bowl
lid
sponge
spray cleaner
on
off

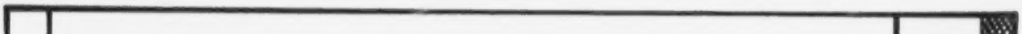
cold
water
rim
outside
carefully
normal storage place
aside
sides
soap
soap dish
faucet
handles
hot
mirror
motions
wastebasket
sink
countertop
streaks
dirt
trash
floor cleaner
detergent
room
corner
warm
laundry tub

scatter rugs
left
right
fingers
adjust
kneel
carry
needed
cleaning
put
spread
wring
turn
sprinkle
pick up
kneel
continue
moving
lift
wipe
extra
shake
get
set
raise
flush
open

pour
put
return
wet
waiting
turn
spray
wipe
rinse
clean
inside
inner
next to

bottom
clear
stand
fold
away
carefully
back
forth
all
items
up
down
thoroughly

remove
under
fill
lift
dirty
wait
grasp
pull
separated
place
squeeze
scrub
choose



Steps for Cleaning the Bathroom

Introduction to the Task

Cleaning the bathroom is a chore that involves many tasks. Most of these tasks can be learned separately as an individual chore and then chained together to complete the job of cleaning the bathroom. Several important considerations must be made to ensure the individual's safety. First, the instructor must carefully supervise the individual's use of all cleaning products. The potentially harmful effects of most cleaning products necessitate the instructor's constant and careful management of their use. Should the instructor determine that the individual is currently unable to use these cleaning products safely, nontoxic alternatives such as vinegar water should be substituted. A second consideration is the use of rubber gloves. They provide protection from the effects of the cleaners and germs that are present in the bathroom area. We recommend that they be used when doing most of these tasks.

Steps for Cleaning the Bathroom

Preparing to Clean the Bathroom

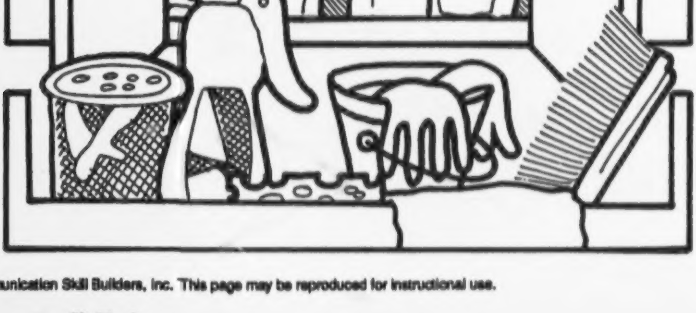
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a basket or utility tray to carry all items needed for cleaning the bathroom.
2. Get all the items listed below and put each item in the basket.
   powdered cleanser
   liquid cleanser
   spray cleaner
   sponge
   scrub brush
   paper towel
   window washer spray
   floor cleaner or detergent
   cloth
   old towel
   bucket
   rubber gloves
3. Carry the basket or tray to the bathroom and set it on the floor.

Steps for Cleaning the Bathroom

Preparing to Clean the Bathroom

2



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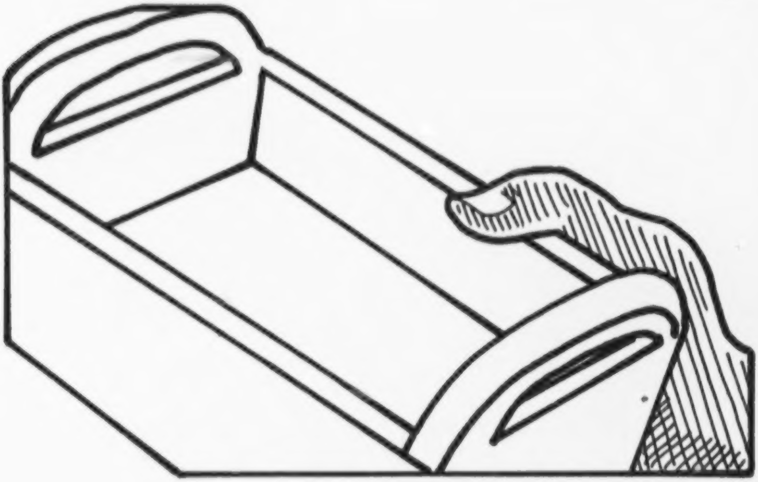

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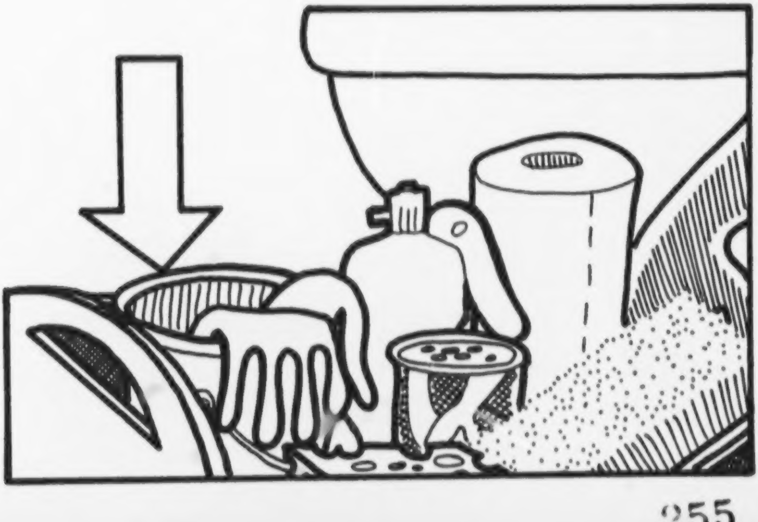


1. Get a basket or utility tray to carry all items needed for cleaning the bathroom.

---

3. Carry the basket or tray to the bathroom and set it on the floor.

2. Get all the items listed below and put each item in the basket.

powdered cleanser
liquid cleanser
spray cleaner
sponge
scrub brush
paper towel
window washer spray
floor cleaner or detergent
cloth
old towel
bucket
rubber gloves

Steps for Cleaning the Bathroom

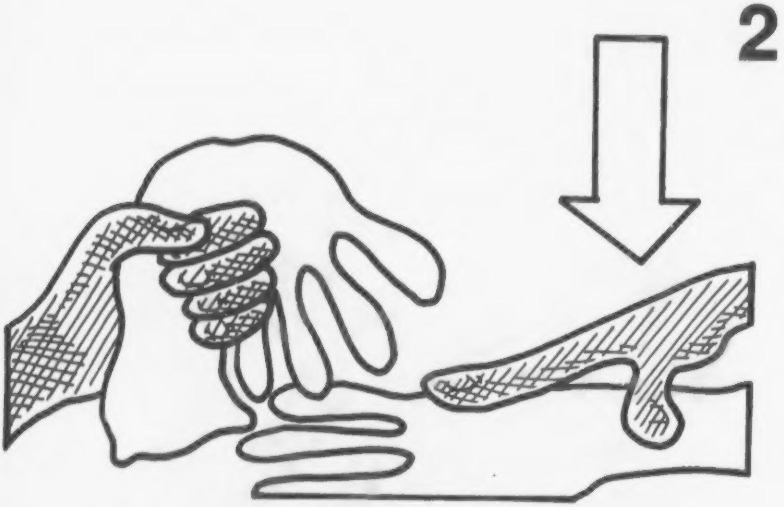
Putting on Rubber Gloves

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a pair of rubber gloves from the cleaning basket or tray.
2. Set aside the right-hand glove.
3. Place the left-hand glove on your left hand with fingers separated. Pull it on.
4. Pick up the right-hand glove.
5. Place the right-hand glove on your right hand with fingers separated. Pull it on.

Steps for Cleaning the Bathroom

Putting on Rubber Gloves



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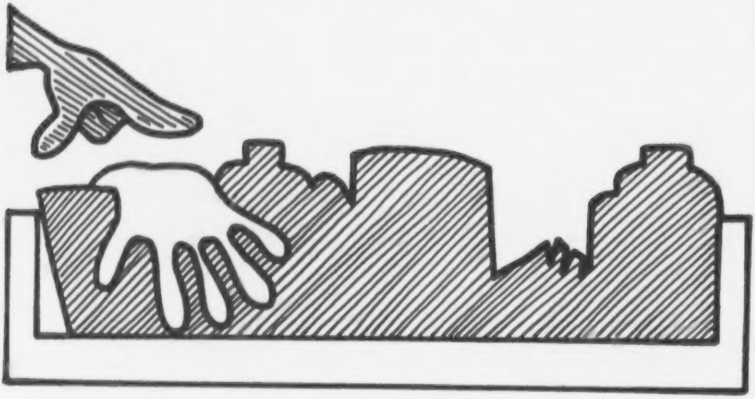

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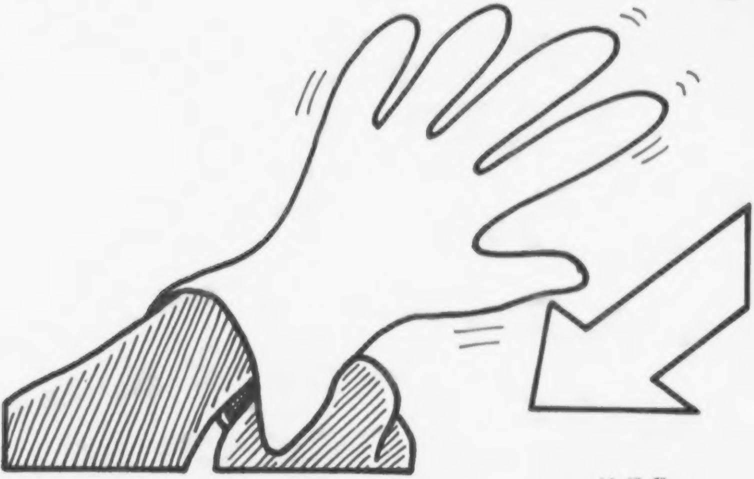
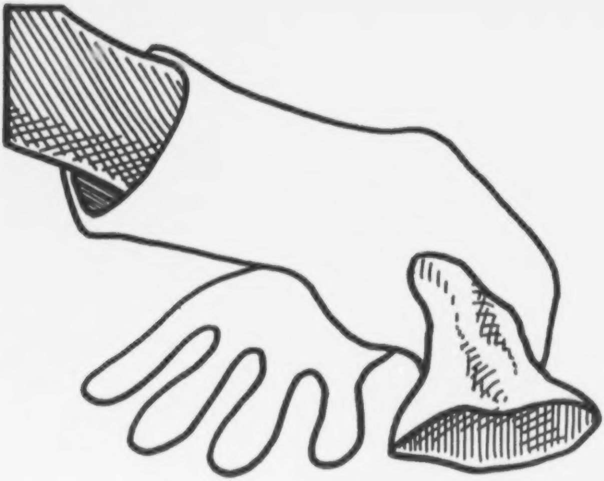


1. Get a pair of rubber gloves from the cleaning basket or tray.

3. Place the left-hand glove on your left hand with fingers separated. Pull it on.

2. Set aside the right-hand glove.

4



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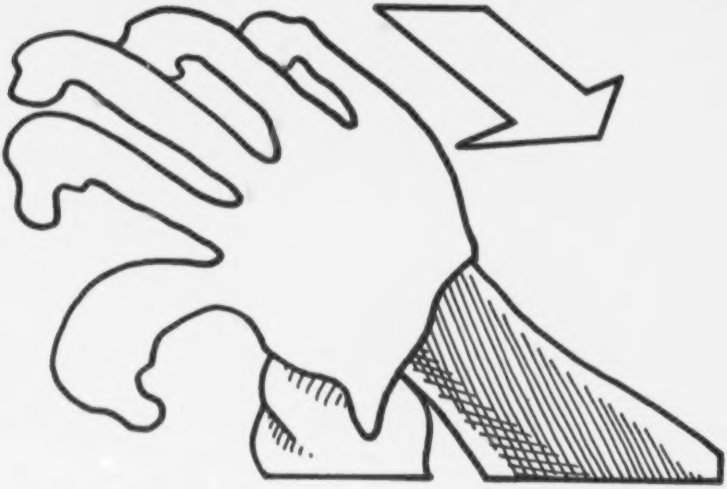


5. Place the right-hand glove on your right hand with fingers separated. Pull it on.

4. Pick up the right-hand glove.

Steps for Cleaning the Bathroom

Scrubbing the Bathtub

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

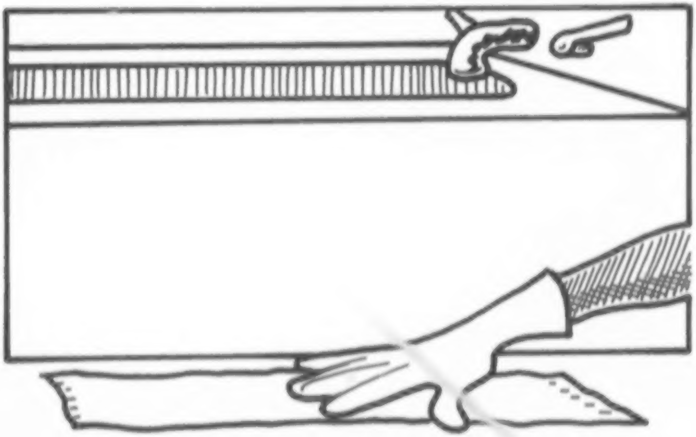
1. Get an old towel out of the basket or tray.
2. Spread it out on the floor next to the bathtub.
3. Get the sponge and the scrub brush out of the tray or basket.
4. Turn the cold water on.
5. Wet the scrub brush, sponge, and surfaces of the bathtub.
6. Squeeze or shake out the extra water from the sponge and scrub brush.
7. Set the sponge and scrub brush aside.
8. Turn the water off.
9. Get the powdered cleanser or spray cleaner out of the tray or basket. (The individual must be carefully supervised when using potentially harmful cleaning products.)
10. Sprinkle it on the bottom of the tub.
11. Return the cleaner to the tray or basket.
12. Kneel down on the towel next to the tub.
13. Pick up the scrub brush and start scrubbing the back of the tub.
14. Continue cleaning the bottom and sides of the bathtub, moving forward toward the faucet.
15. Lift the soap from the soap dish.
16. Set it aside.
17. Scrub the soap dish.
18. Wipe the faucet, faucet handles, and shower head with the sponge.
19. Turn the cold water on.
20. Rinse the cleanser from the sponge and the scrub brush until the water is clear.

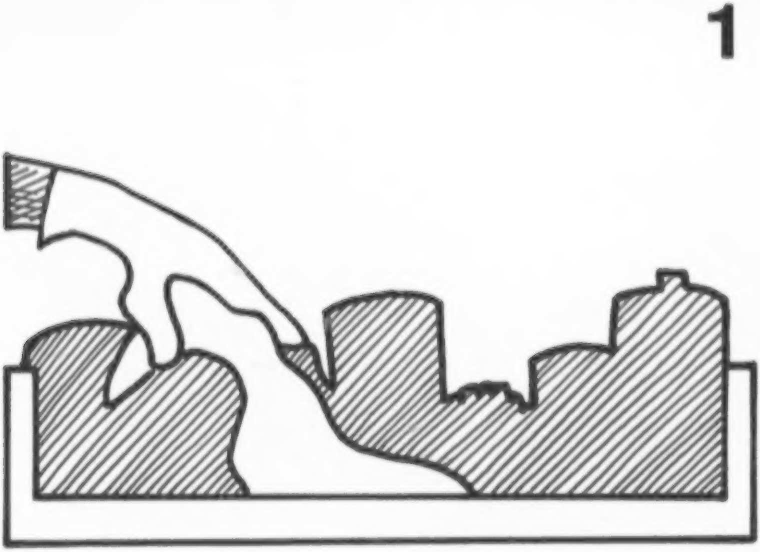
21. Squeeze or shake out the extra water from the sponge and the scrub brush.
22. Return the sponge and the scrub brush to the basket or tray.
23. Continue rinsing all the surfaces of the bathtub. Make sure all the cleanser and dirt have been rinsed away.
24. Turn the water off.
25. Return the soap to the soap dish.
26. Pick up the old towel, fold it, and return it to the tray or cleaning basket.

Steps for Cleaning the Bathroom

Scrubbing the Bathtub

2

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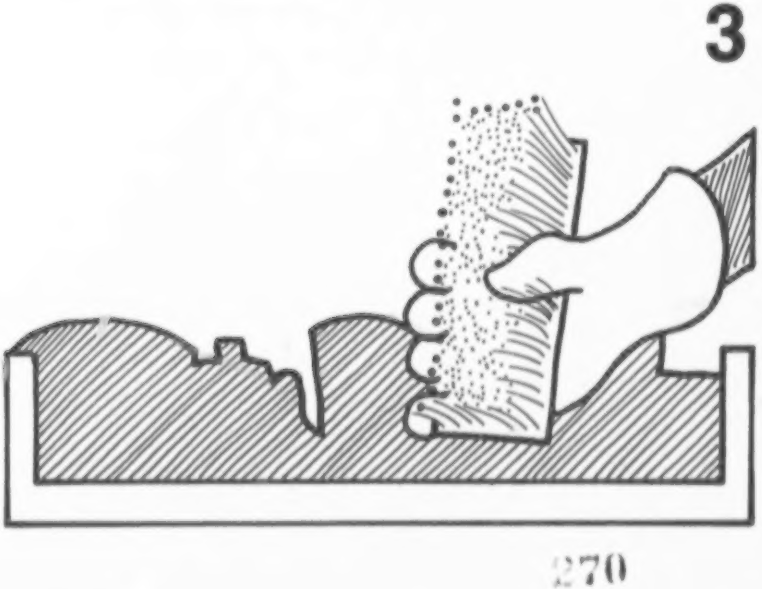
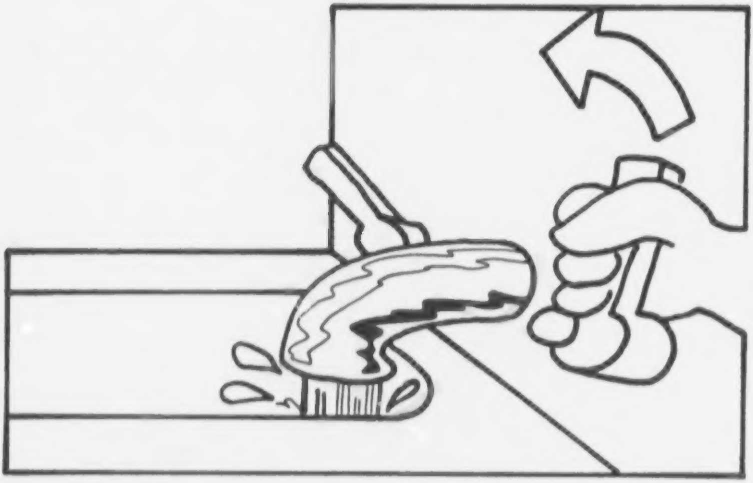

3

1. Get an old towel out of the basket or tray.

3. Get the sponge and the scrub brush out of the tray or basket.

2. Spread it out on the floor next to the bathtub.

4



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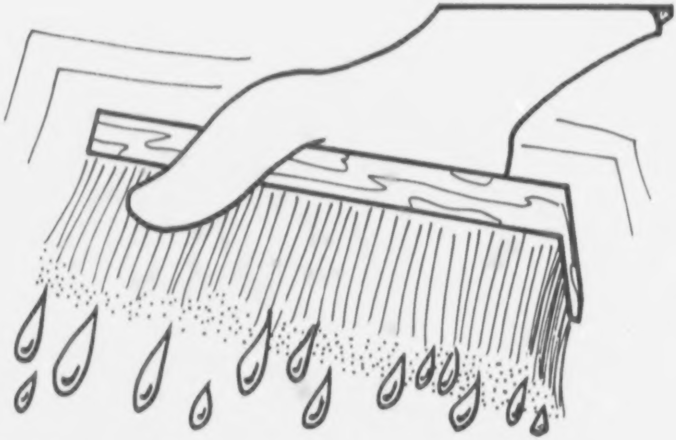

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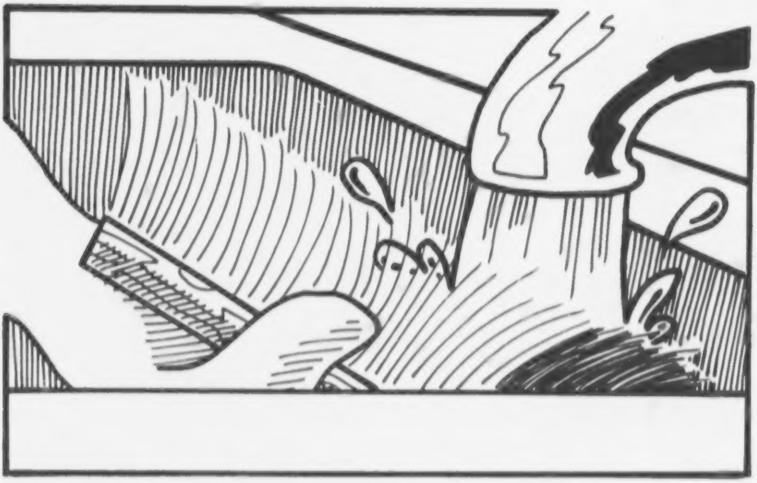

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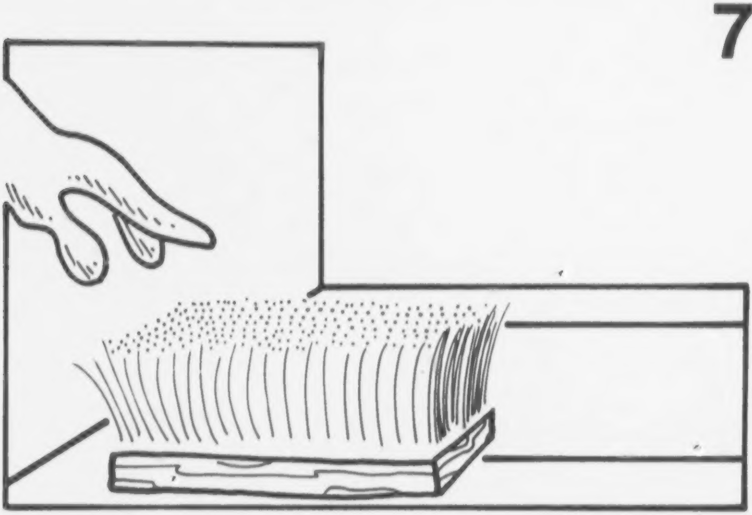

5. Wet the scrub brush, sponge, and surfaces of the bathtub.

7. Set the sponge and scrub brush aside.

4. Turn the cold water on.

6. Squeeze or shake out the extra water from the sponge and scrub brush.

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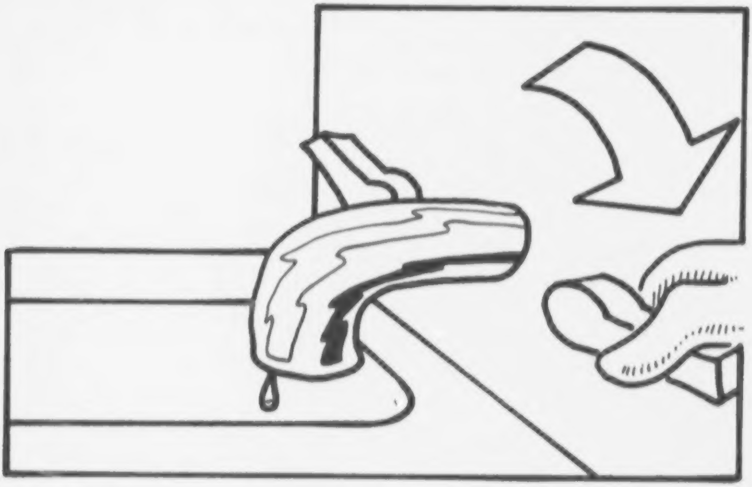

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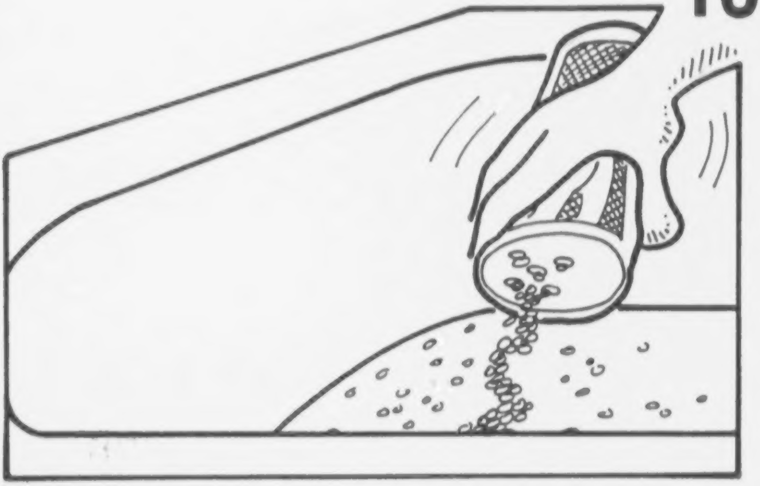

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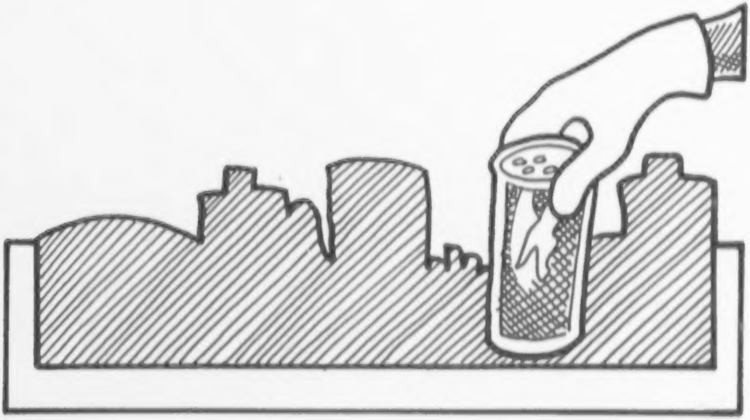

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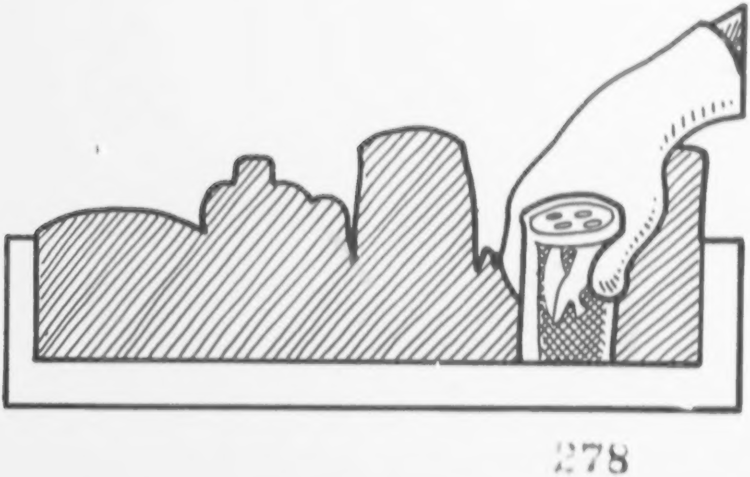

9. Get the powdered cleanser or spray cleaner out of the tray or basket.

11. Return the cleaner to the tray or basket.

8. Turn the water off.

10. Sprinkle it on the bottom of the tub.

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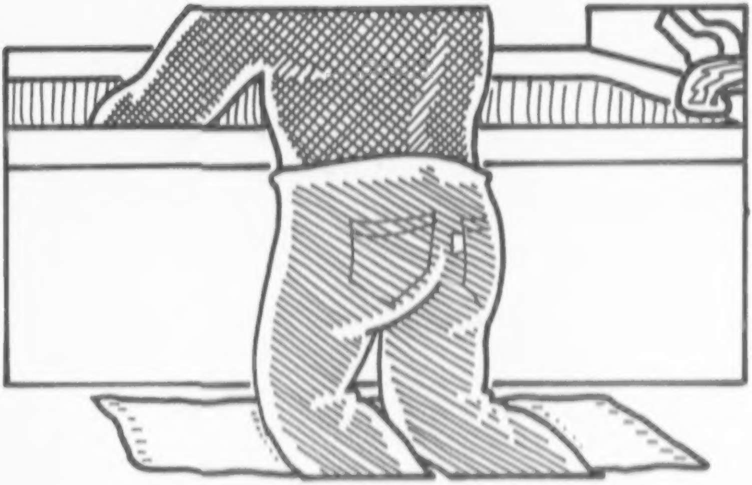

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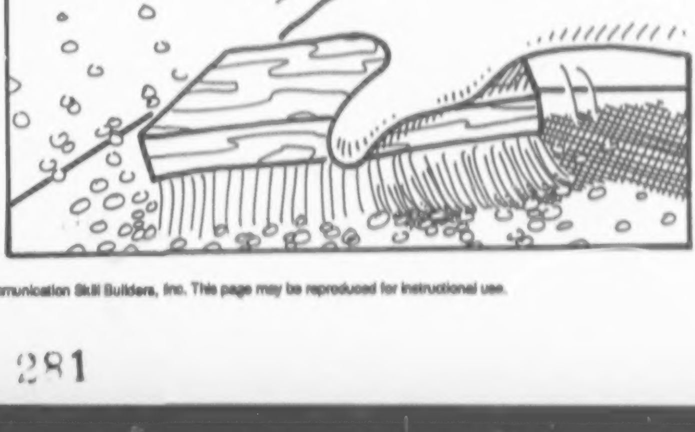

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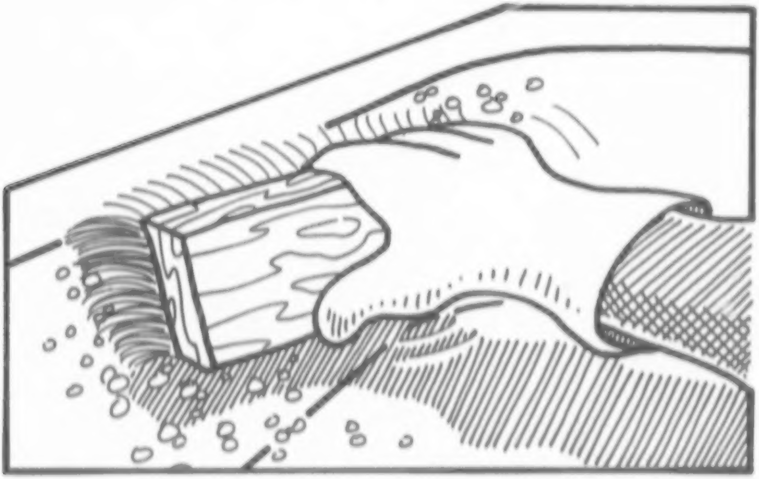

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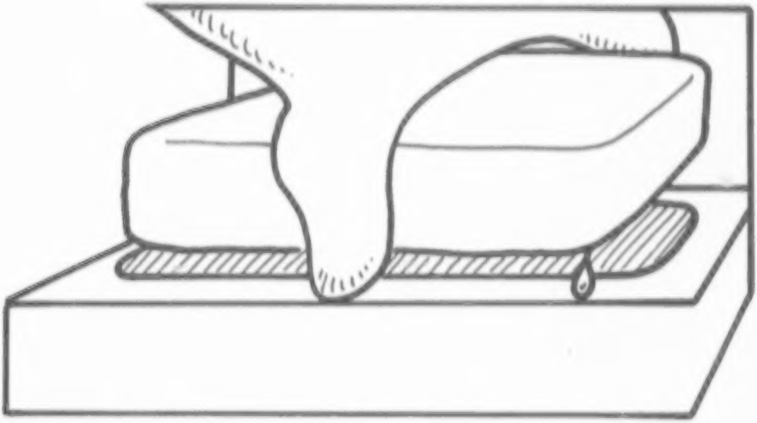

13. Pick up the scrub brush and start scrubbing the back of the tub.

15. Lift the soap from the soap dish.

12. Kneel down on the towel next to the tub.

14. Continue cleaning the bottom and sides of the bathtub, moving forward toward the faucet.

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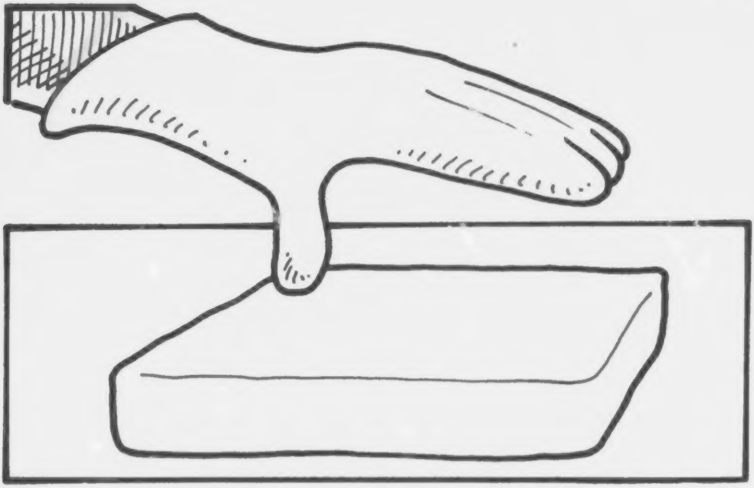

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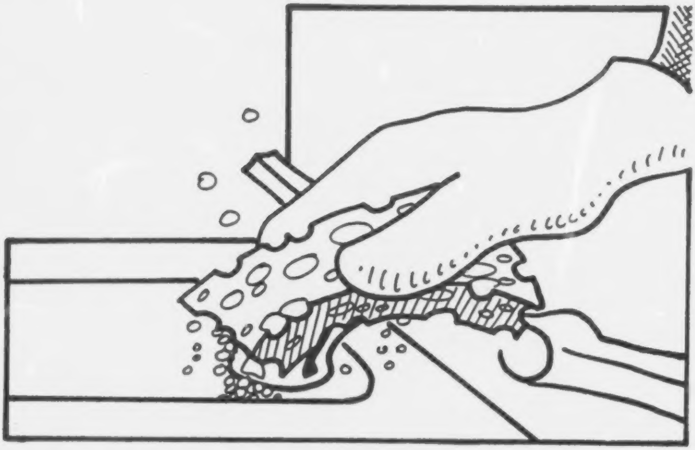

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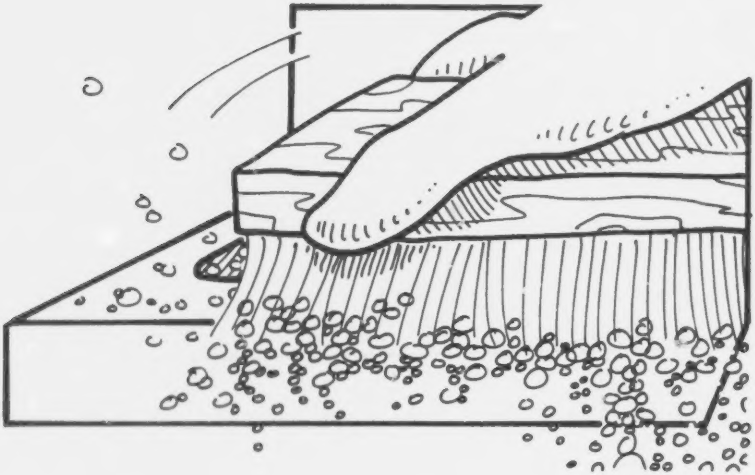

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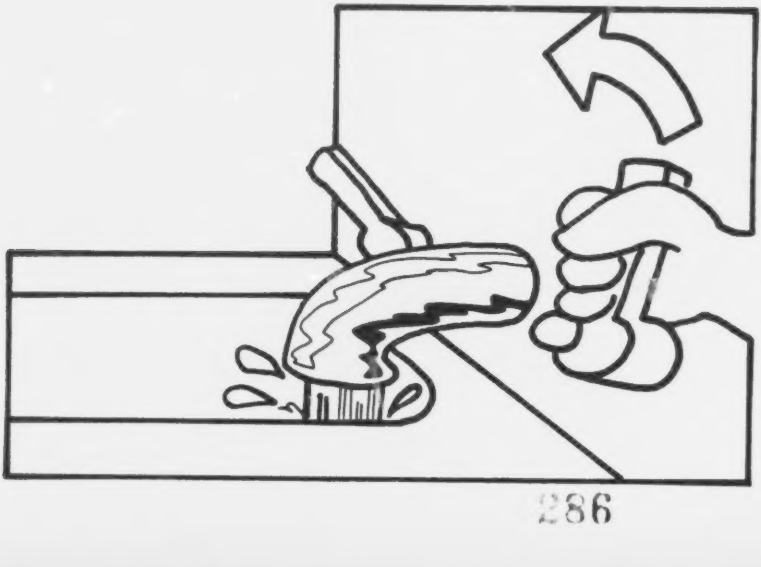

17. Scrub the soap dish.

19. Turn the cold water on.

16. Set it aside.

18. Wipe the faucet, faucet handles, and shower head with the sponge.

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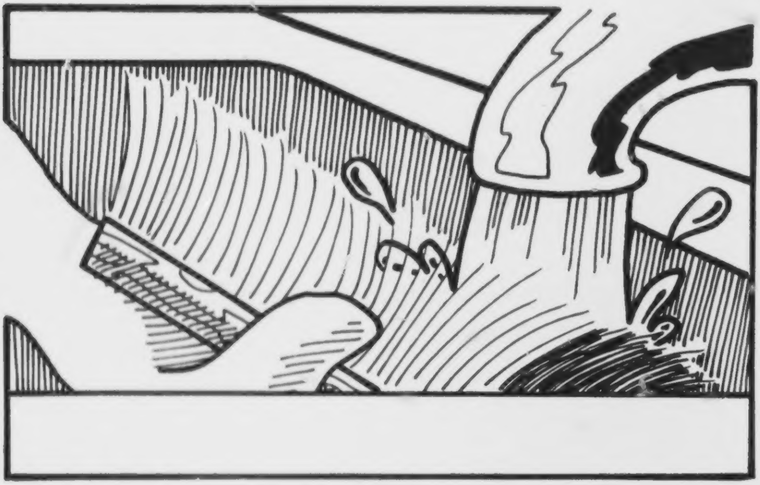

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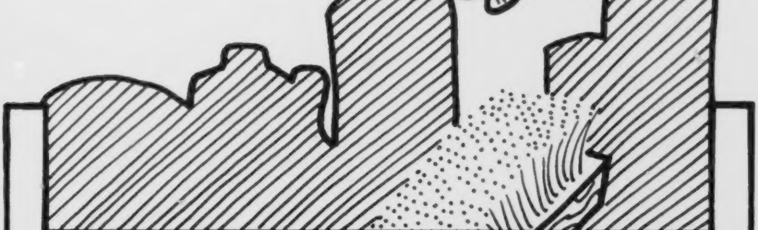

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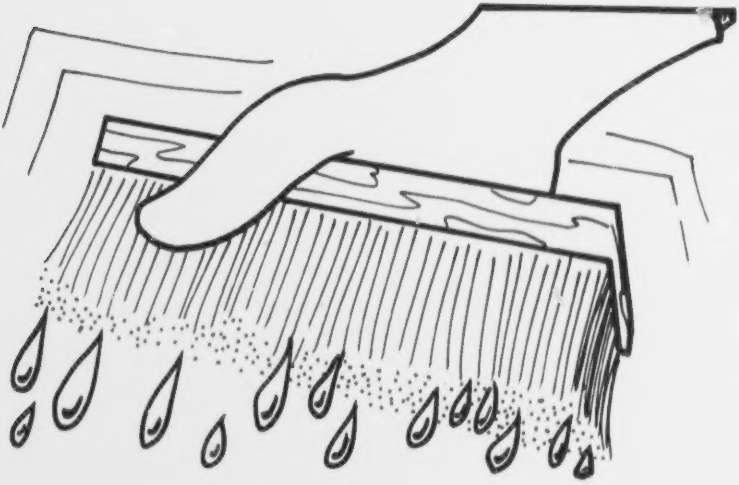

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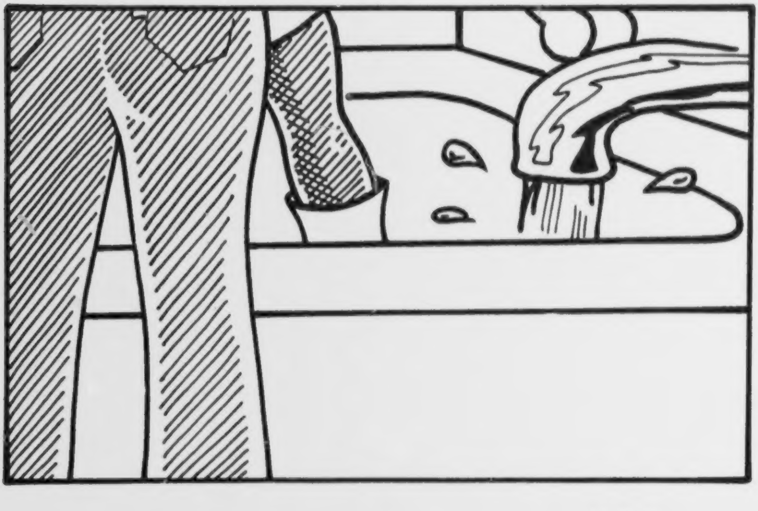


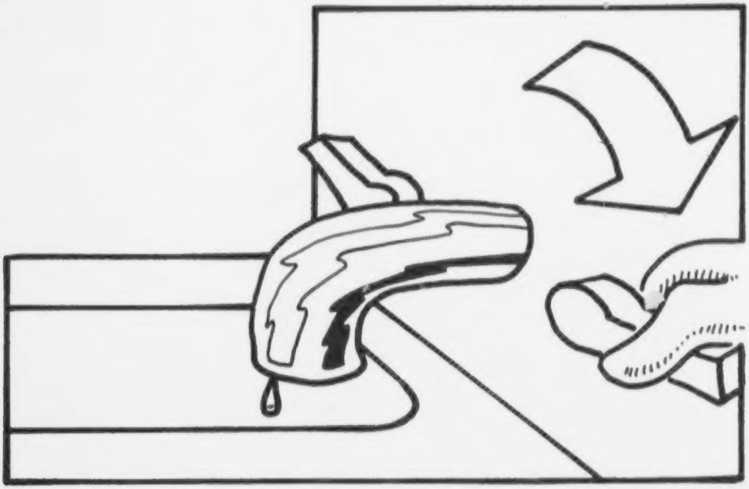
21. Squeeze or shake out the extra water from the sponge and the scrub brush.

23. Continue rinsing all the surfaces of the bathtub. Make sure all the cleanser and dirt have been rinsed away.

20. Rinse the cleanser from the sponge and the scrub brush until the water is clear.

22. Return the sponge and the scrub brush to the basket or tray.

24



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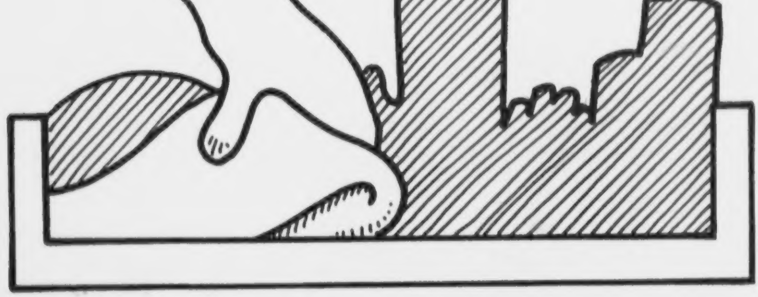

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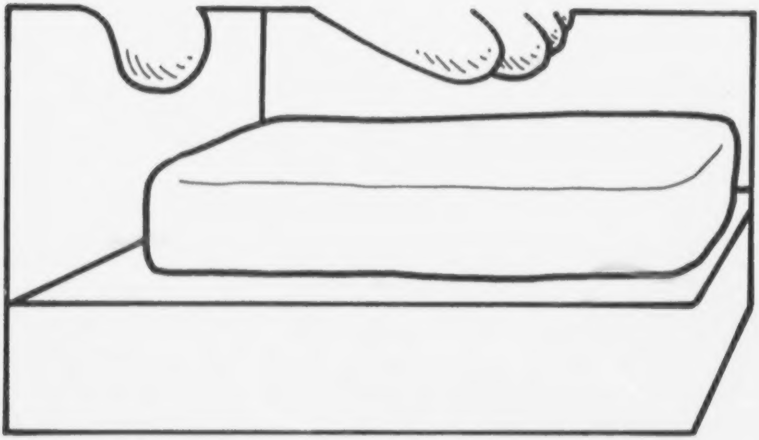

25. Return the soap to the soap dish.

24. Turn the water off.

26. Pick up the old towel, fold it, and return it to the tray or cleaning basket.

Steps for Cleaning the Bathroom

Cleaning the Toilet

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

For health and safety reasons, the individual should wear rubber gloves for this task.

1. Get the toilet bowl cleaner (crystal or powdered) and the toilet brush in its holder.

   (It is easier to use a toilet brush with a holder. It keeps the individual from dripping water from the brush onto the floor.)

   (Use of chemicals such as toilet bowl cleaner and disinfectant sprays must be carefully supervised by the instructor to ensure the individual's safety. The potentially harmful effects of exposure to the skin, eyes, or internal organs necessitate extreme caution on the part of the user and the instructor. Initially, the instructor may choose to use a safe cleaning product. After the individual demonstrates the ability to handle the cleaner appropriately, toilet bowl cleaner may be introduced. Denture cleaning tablets may be used in place of toilet bowl cleaner. It is a safer alternative and is easier for the individual to use.)
2. Set them aside.
3. Get a measuring cup. (Keep a special cup to use only with cleaners.)
4. Set it aside.
5. Raise the toilet seat.
6. Flush the toilet to wet the inner surfaces of the toilet bowl.
7. Open the lid of the toilet bowl cleaner very carefully.
8. Pour _______ cup of toilet bowl cleaner into the measuring cup.
9. Pour the cleaner from the measuring cup into the toilet bowl.
10. Put the lid on the toilet bowl cleaner.
11. Return the toilet bowl cleaner to its usual storage place.
12. Leave the cleaner in the toilet for 10 minutes.
13. While waiting for the toilet bowl cleaner to work, get a sponge and spray cleaner from the basket or tray.
14. Set the spray cleaner aside.

15. Go to the sink and turn on the cold water.

16. Wet the sponge.

17. Squeeze out the extra water.

18. Turn off the cold water.

19. Pick up the spray cleaner and spray a small amount on the wet sponge.

20. Wipe the toilet seat, toilet bowl rim, and outside of the toilet. (Rinse the sponge and repeat steps 19 and 20 if needed.)

21. Go to the sink and turn on the cold water.

22. Rinse the sponge.

23. Squeeze out the extra water.

24. Turn off the water.

25. Return the sponge and spray cleaner to the cleaning basket or tray.

26. Remove the toilet brush from its holder and put it inside the toilet.

27. Carefully brush all the inside surfaces of the toilet bowl.

28. Flush the toilet and rinse the toilet brush with clean water.

29. Return the toilet brush to its holder.

30. Put the toilet brush and holder in the normal storage place.

Steps for Cleaning the Bathroom

Cleaning the Toilet

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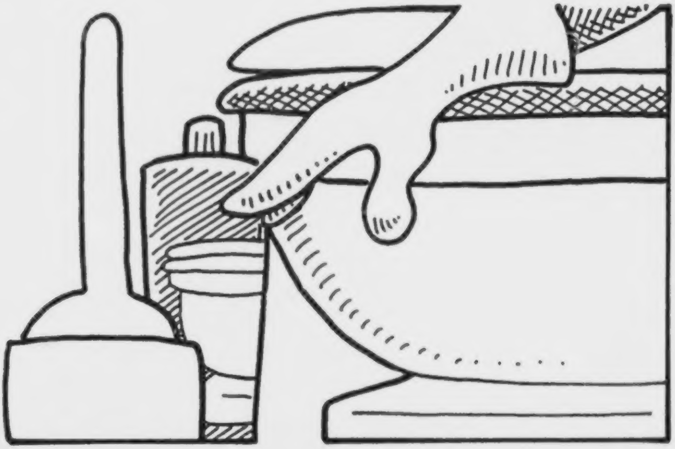

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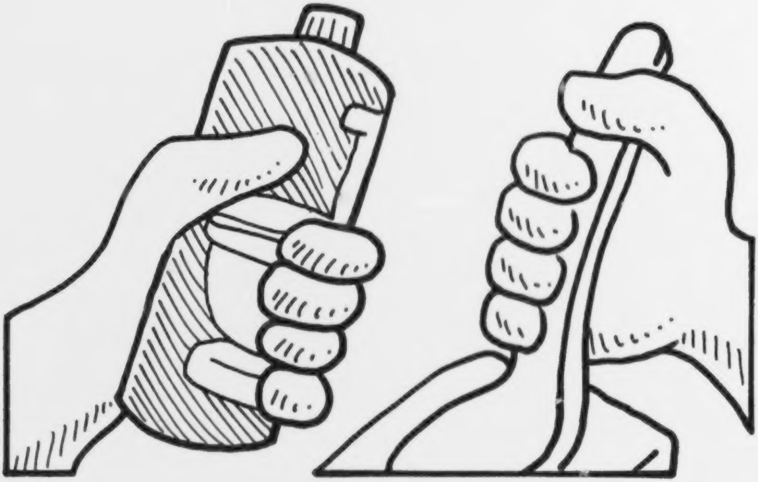

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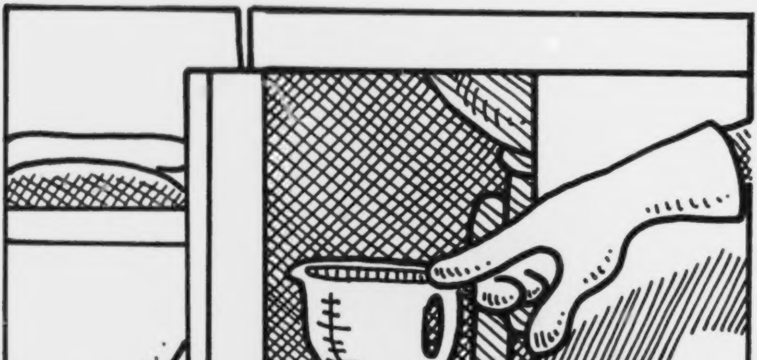
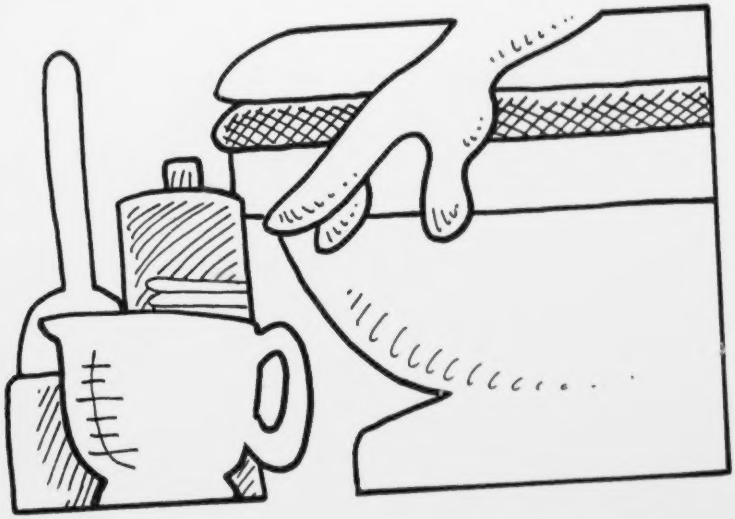


1. Get the toilet bowl cleaner (crystal or powdered) and the toilet brush in its holder.

3. Get a measuring cup. (Keep a special cup to use only with cleaners.)

2. Set them aside.

4



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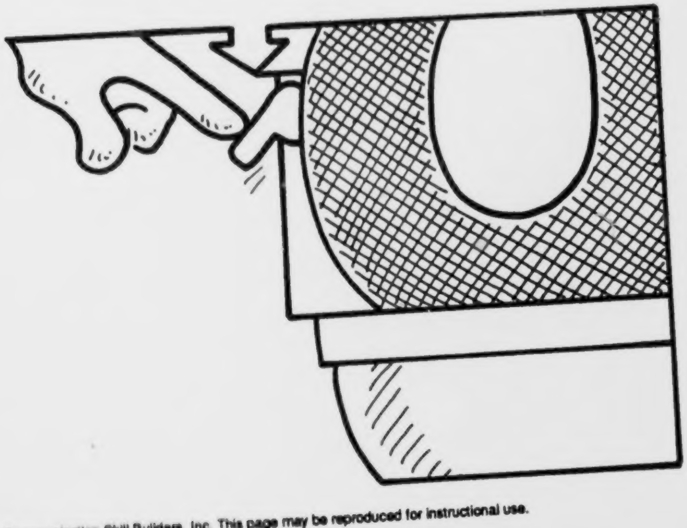

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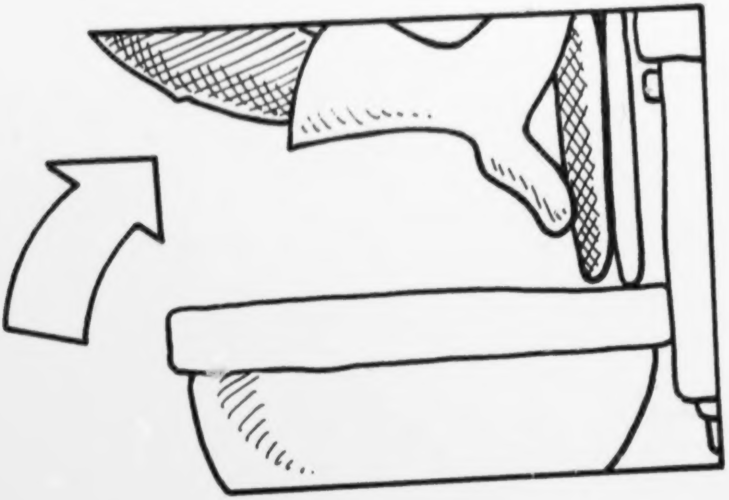

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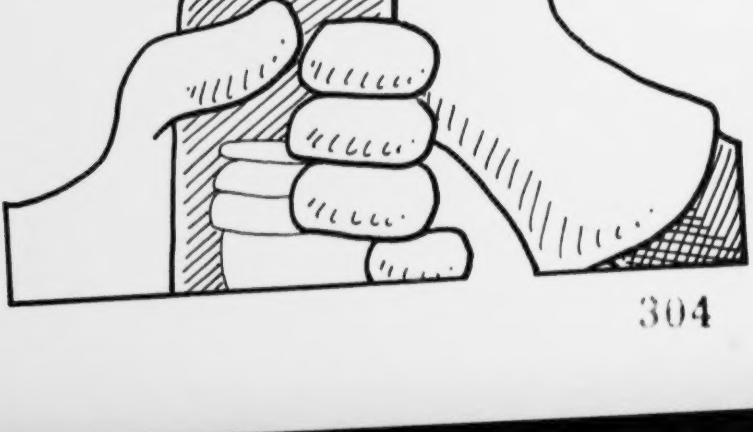

5. Raise the toilet seat.

7. Open the lid of the toilet bowl cleaner very carefully.

4. Set it aside.

6. Flush the toilet to wet the inner surfaces of the toilet bowl.

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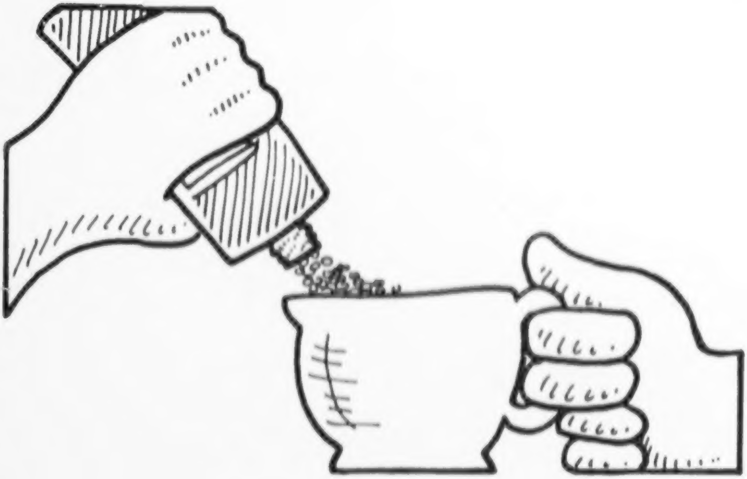

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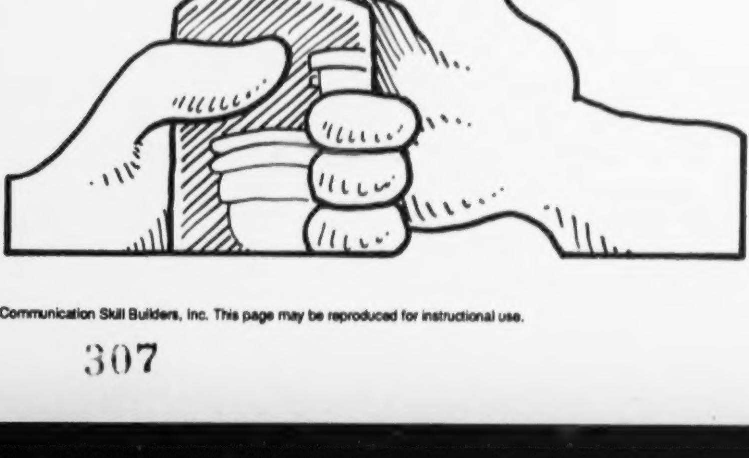

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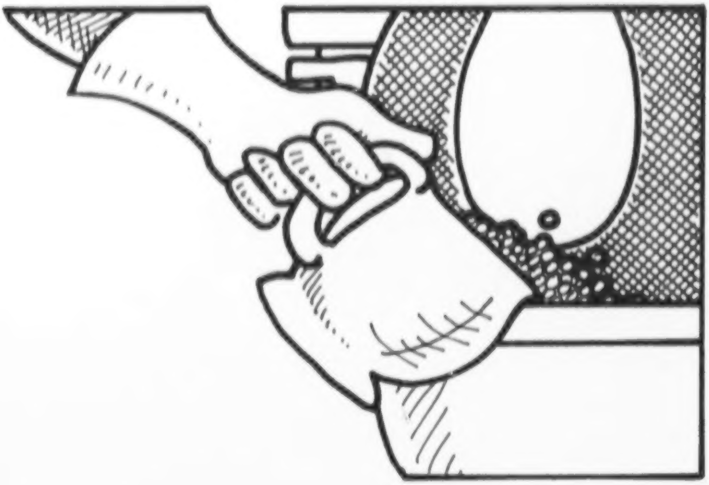

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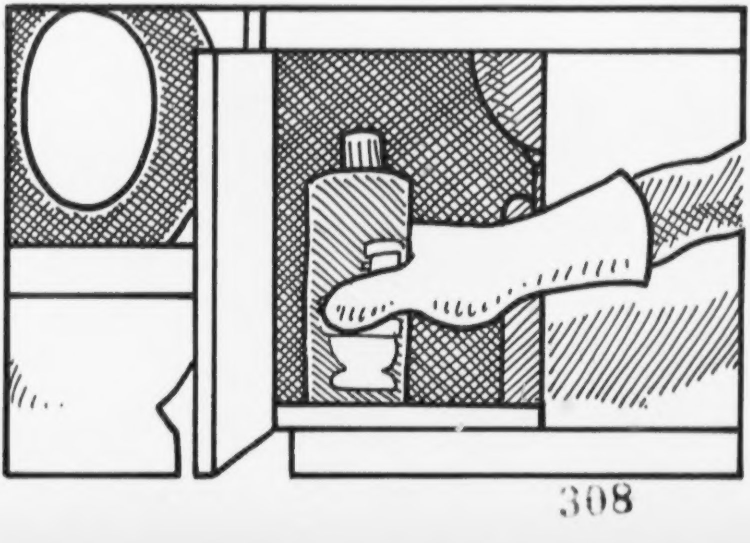


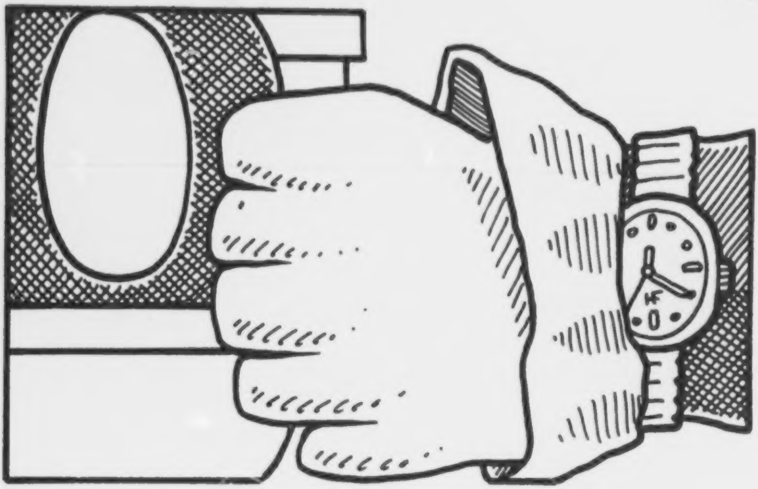
9. Pour the cleaner from the measuring cup into the toilet bowl.

11. Return the toilet bowl cleaner to its usual storage place.

8. Pour _______ cup of toilet bowl cleaner into the measuring cup.

10. Put the lid on the toilet bowl cleaner.

12



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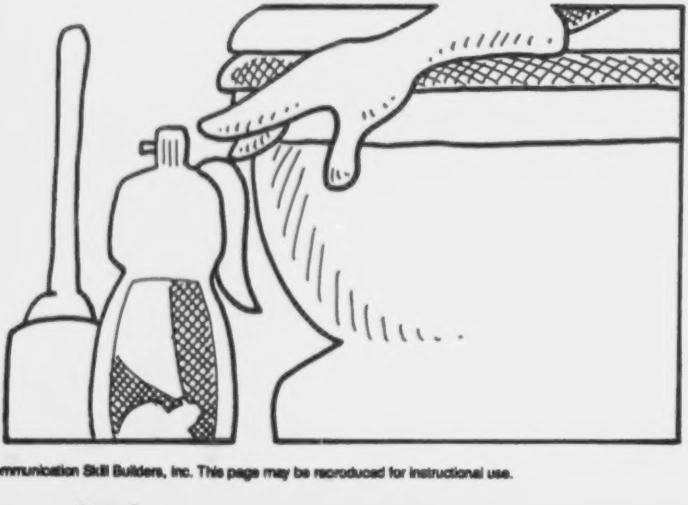

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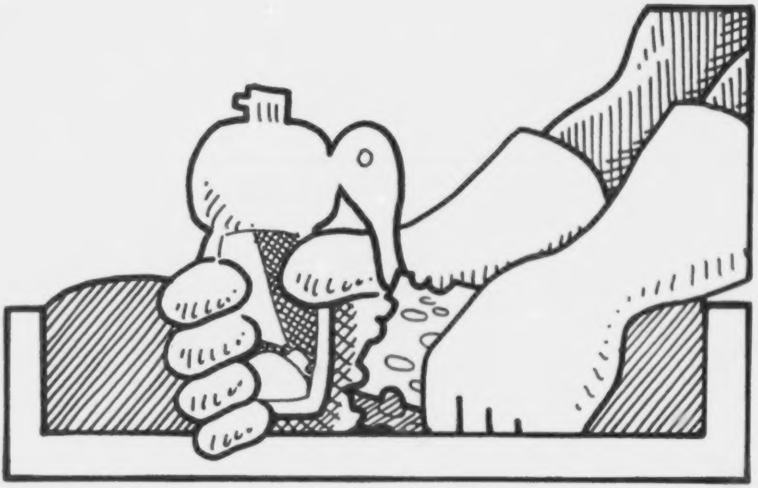

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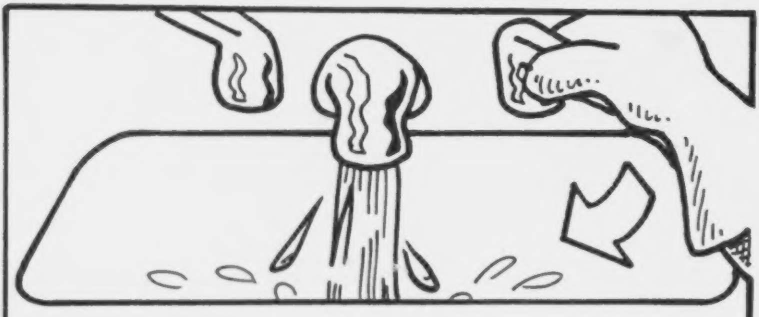

13. While waiting for the toilet bowl cleaner to work, get a sponge and spray cleaner from the basket or tray.

15. Go to the sink and turn on the cold water.

12. Leave the cleaner in the toilet for 10 minutes.

14. Set the spray cleaner aside.

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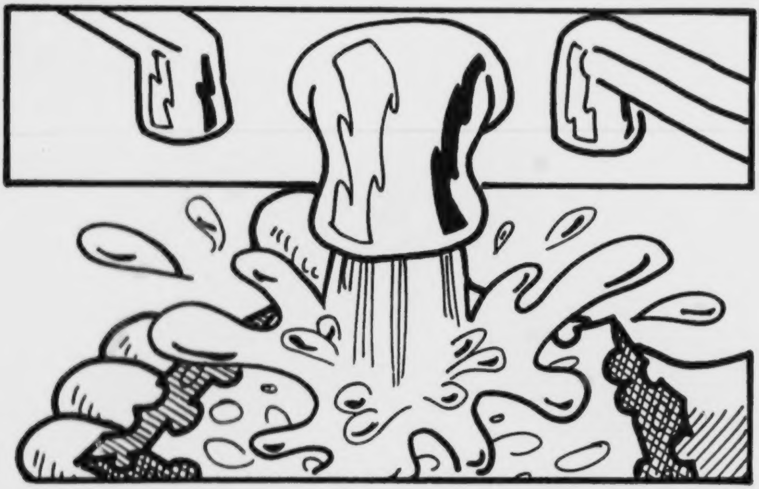

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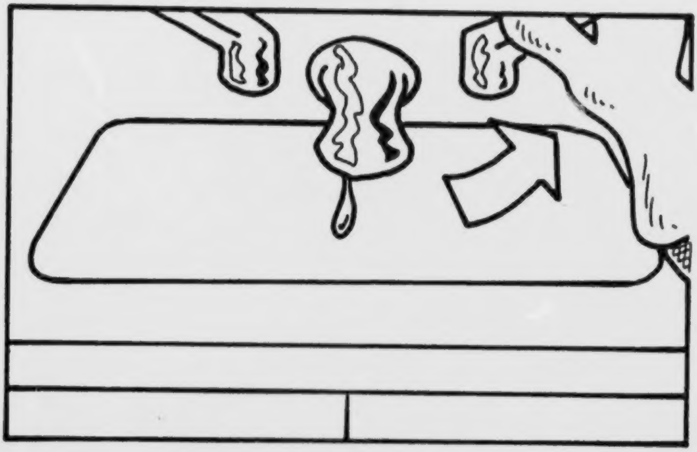

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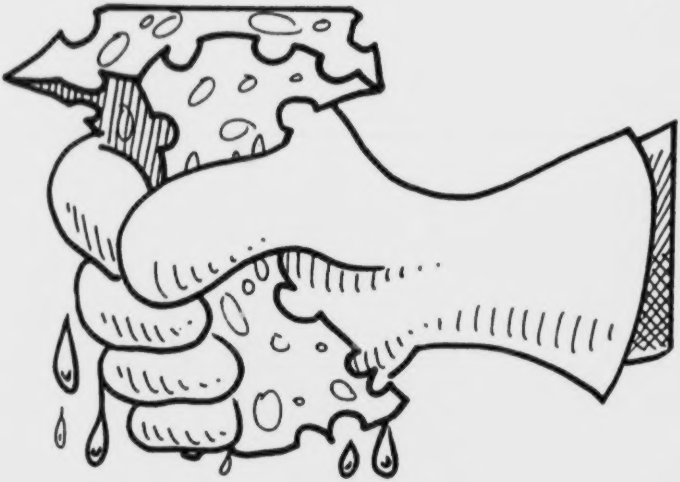

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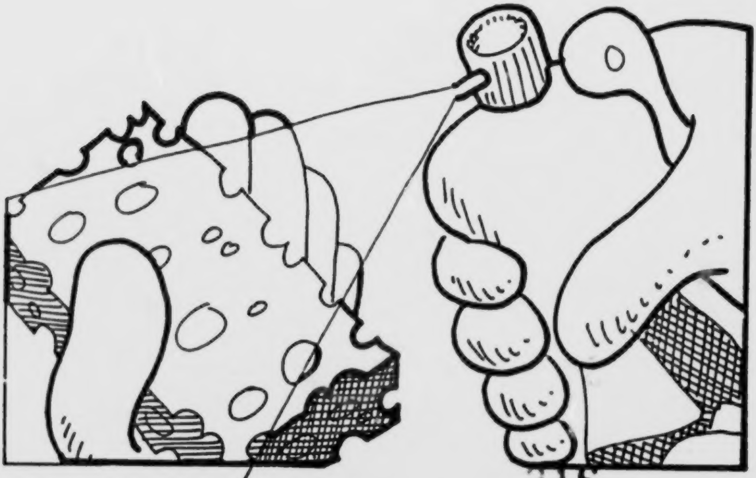

17. Squeeze out the extra water.

19. Pick up the spray cleaner and spray a small amount on the wet sponge.

16. Wet the sponge.

18. Turn off the cold water.

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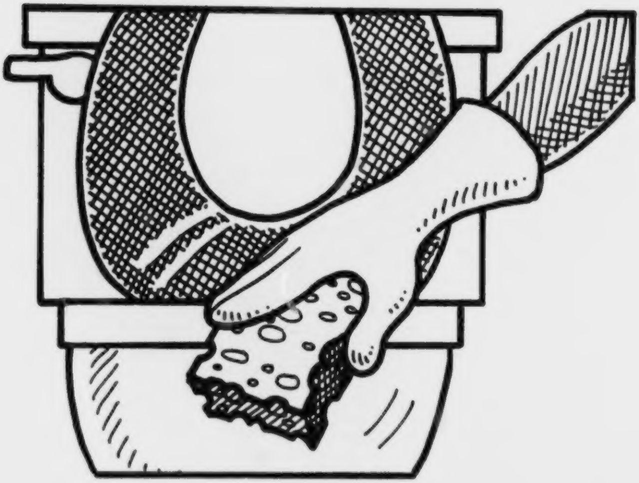

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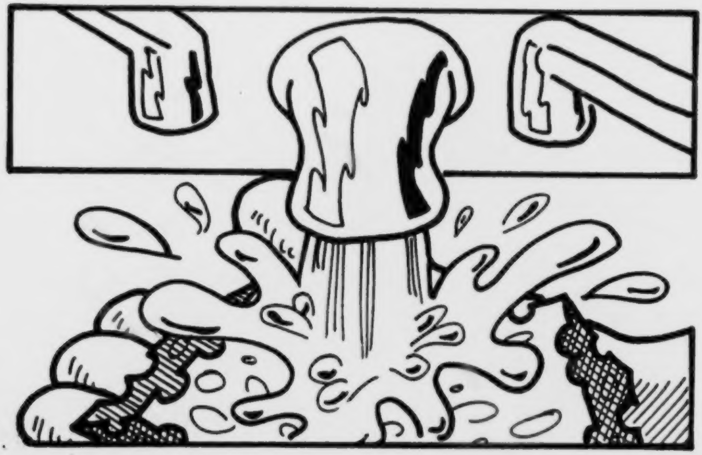

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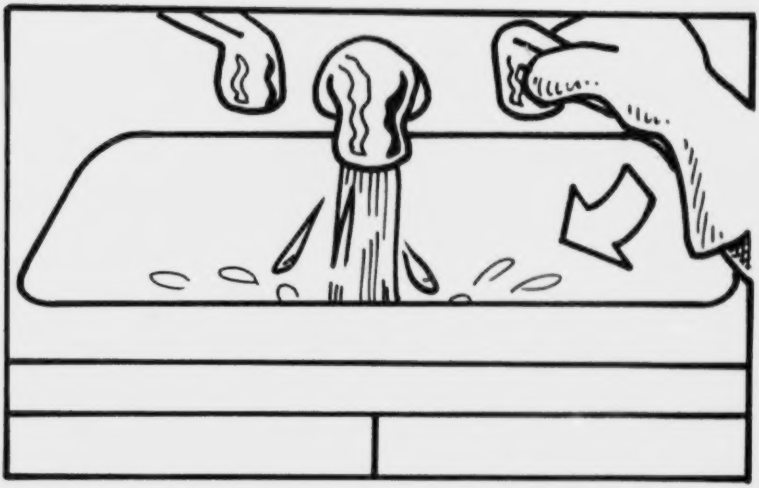

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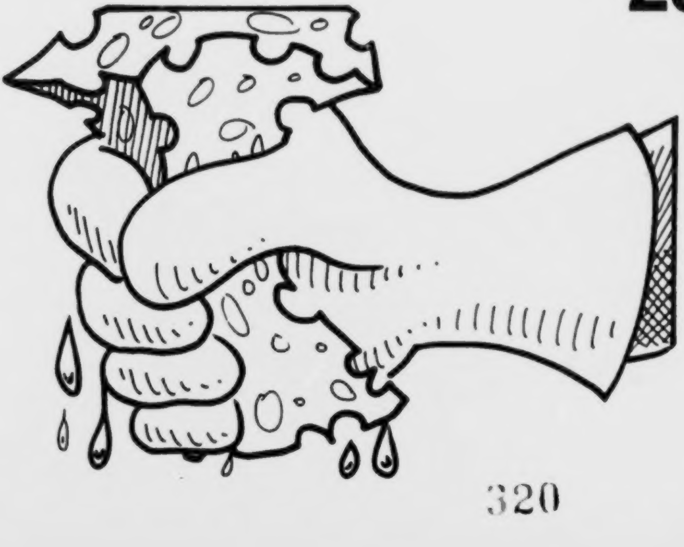


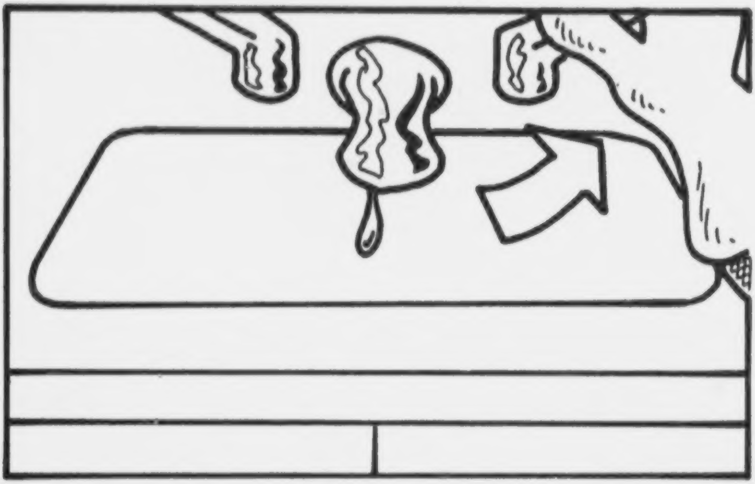
21. Go to the sink and turn on the cold water.

23. Squeeze out the extra water.

20. Wipe the toilet seat, toilet bowl rim, and outside of the toilet. (Rinse the sponge and repeat steps 19 and 20 if needed.)

22. Rinse the sponge.

24



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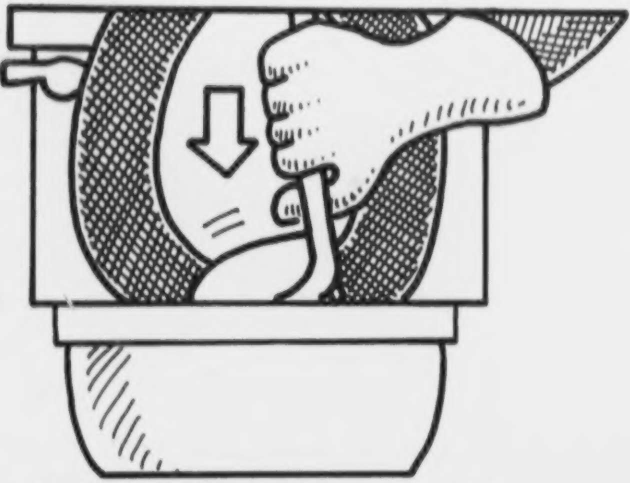

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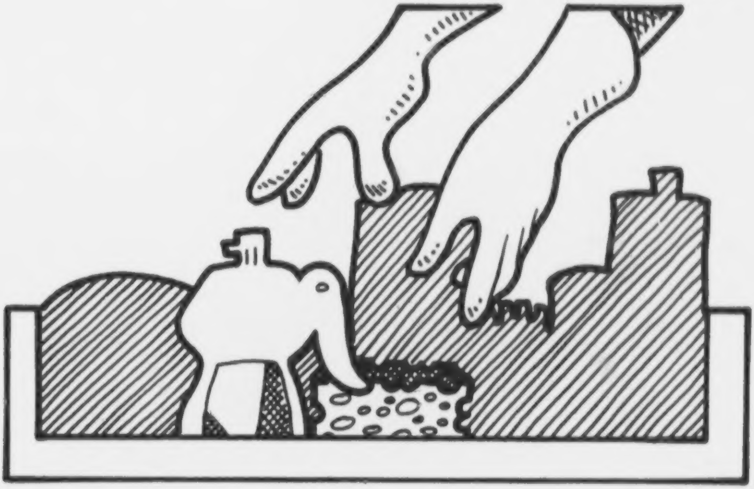

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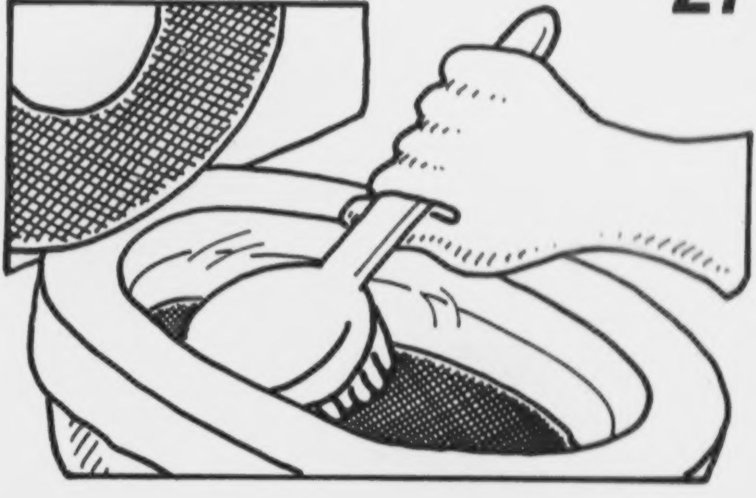


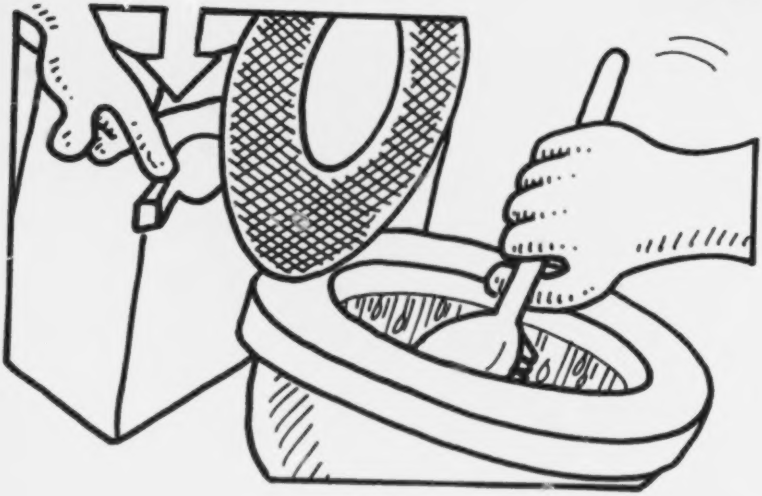
25. Return the sponge and spray cleaner to the cleaning basket or tray.

27. Carefully brush all the inside surfaces of the toilet bowl.

24. Turn off the water.

26. Remove the toilet brush from its holder and put it inside the toilet.

28



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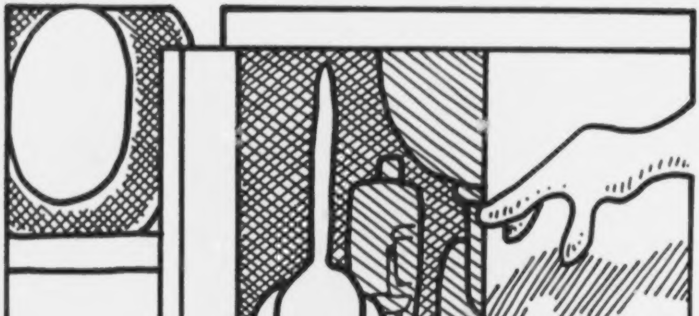

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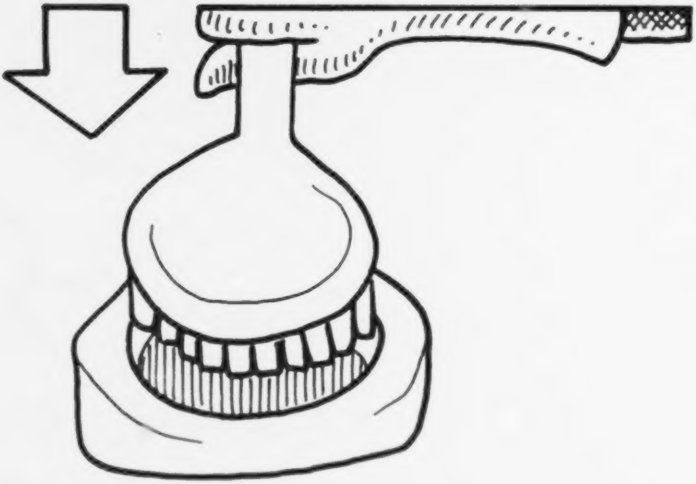

29. Return the toilet brush to its holder.

28. Flush the toilet and rinse the toilet brush with clean water.

30. Put the toilet brush and holder in the normal storage place.

Steps for Cleaning the Bathroom

Washing the Mirror

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Choose either a paper towel or a cloth to wash the mirror.
2. Set it aside.
3. Get the window washer spray from the basket or tray.
4. Carefully spray the window washer spray on the mirror.
5. Wipe the mirror, using back-and-forth motions. Make sure to wipe all surfaces and remove all streaks and dirt.
6. Throw the dirty paper towel in the wastebasket.

   OR

   Return the dirty cloth to the basket or tray.
7. Return the window washer spray to the basket or tray.

Steps for Cleaning the Bathroom

Washing the Mirror

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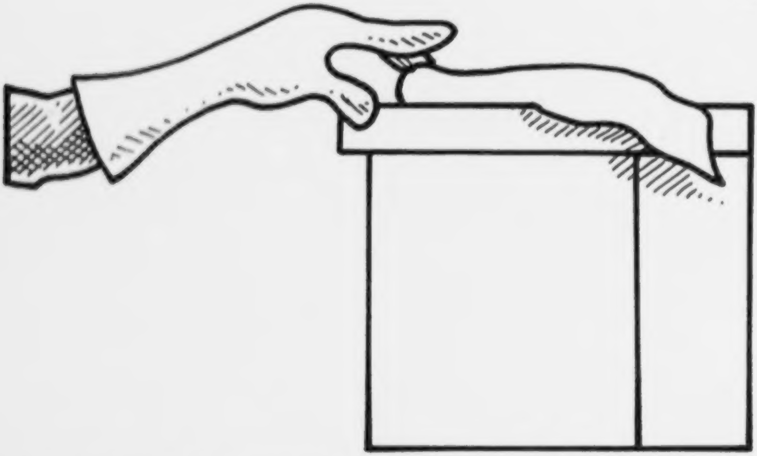

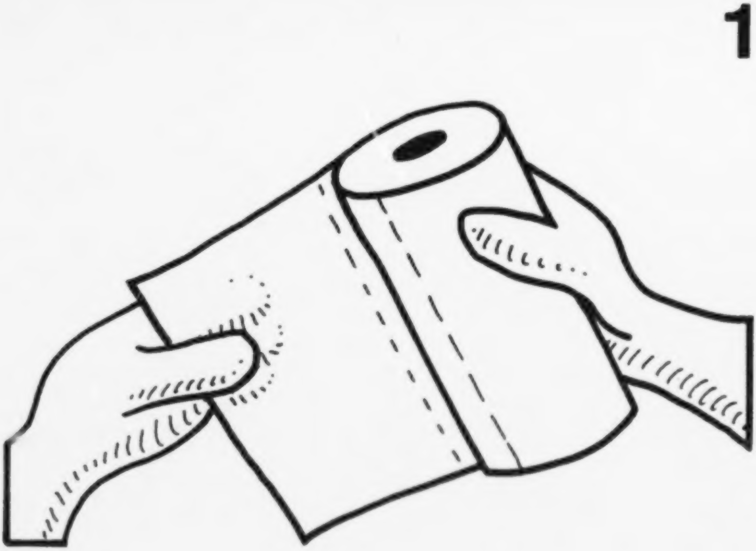
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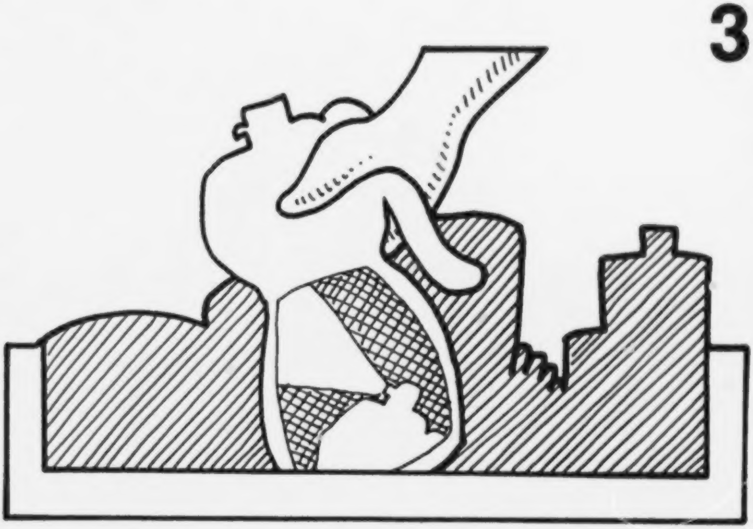
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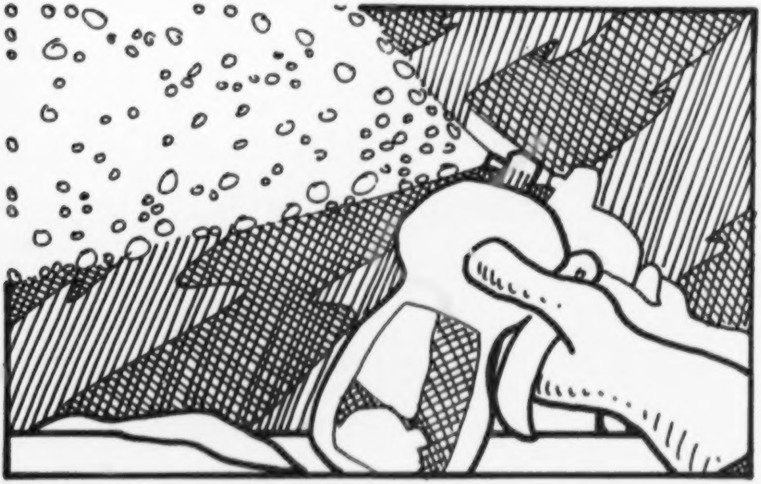
1. Choose either a paper towel or a cloth to wash the mirror.

3. Get the window washer spray from the basket or tray.

2. Set it aside.

4



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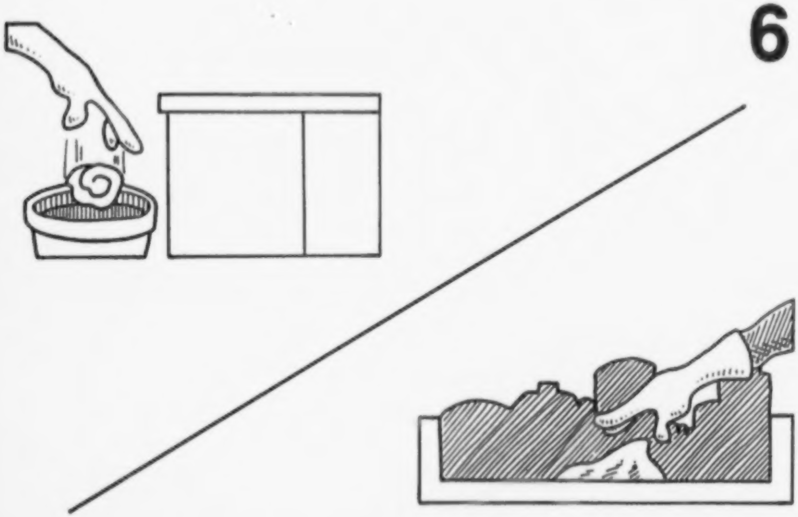

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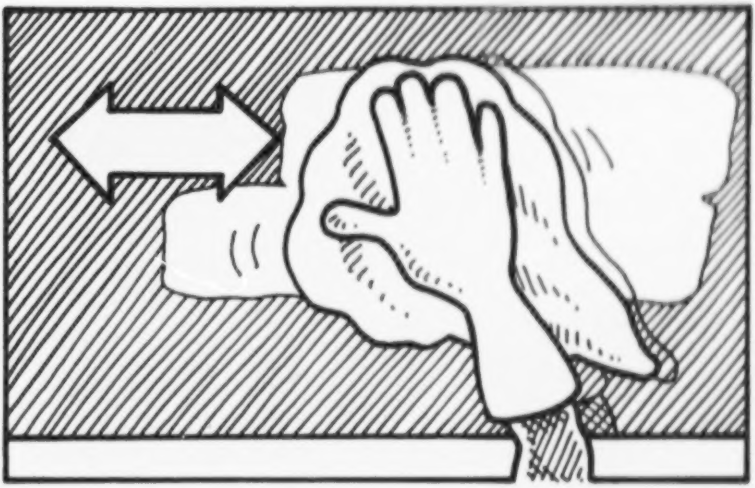

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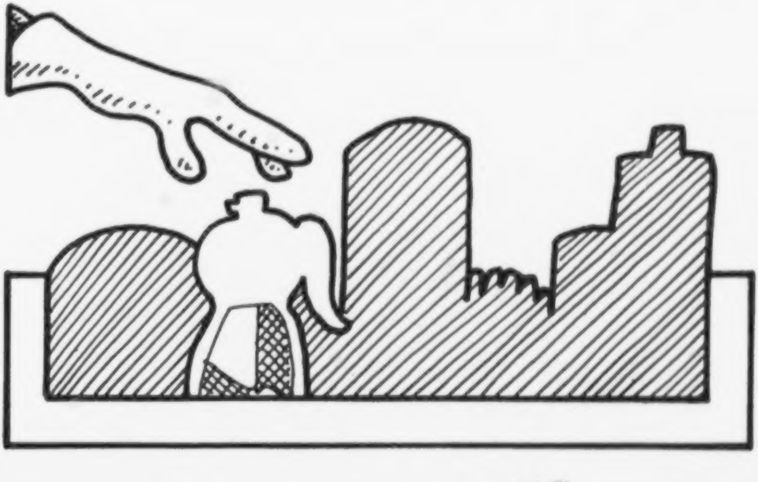


5. Wipe the mirror, using back-and-forth motions. Make sure to wipe all surfaces and remove all streaks and dirt.

7. Return the window washer spray to the basket or tray.

4. Carefully spray the window washer spray on the mirror.

6. Throw the dirty paper towel in the wastebasket.
OR
Return the dirty cloth to the basket or tray.

Steps for Cleaning the Bathroom

Washing the Sink and Countertop

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a sponge from the cleaning basket or tray.
2. Turn on the cold water.
3. Wet the sponge and inside surfaces of the sink.
4. Squeeze out the extra water from the sponge.
5. Turn the water off.
6. Get the powdered cleanser out of the basket or tray.
7. Sprinkle a little powdered cleanser on the inside surfaces of the sink.
8. Return the powdered cleanser to the basket or tray.
9. Scrub all surfaces of the sink thoroughly. Make sure to wash all surfaces and remove all dirt.
10. Turn on the cold water.
11. Rinse the sponge and inside surfaces of the sink.
12. Wring out the extra water from the sponge.
13. Turn the water off.
14. Remove all items that are on the countertop. Set them aside.
15. Get the spray cleaner from the basket or tray.
16. Spray a little spray cleaner on the countertop.
17. Wipe the countertop, using an up-and-down motion (to and from the body). Make sure to wipe all surfaces thoroughly and remove all streaks and dirt.

    (It is important to teach washing countertops using specific directional motions [such as up-and-down movements] that go to and from the body instead of a haphazard pattern [such as a circular washing motion]. This will ensure that the entire surface will be cleaned.)

18. Turn the water on.
19. Rinse the sponge again.
20. Squeeze out the extra water from the sponge.
21. Turn the water off.
22. Return the sponge and spray cleaner to the basket or tray.
23. Choose either a paper towel or cloth from the basket or tray.
24. Dry the countertop with either the paper towel or cloth. Use an up-and-down (to and from the body) motion.
25. Throw the used paper towel in the wastebasket.

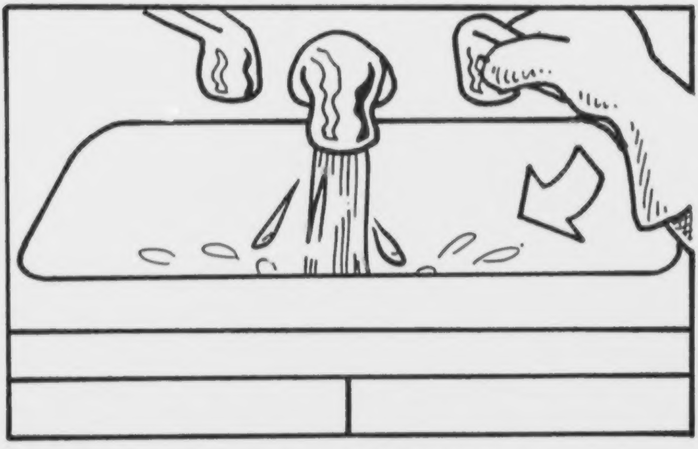
    OR

    Return the cloth to the basket or tray.
26. Replace the items on the countertop.

Steps for Cleaning the Bathroom

Washing the Sink and Countertop

2



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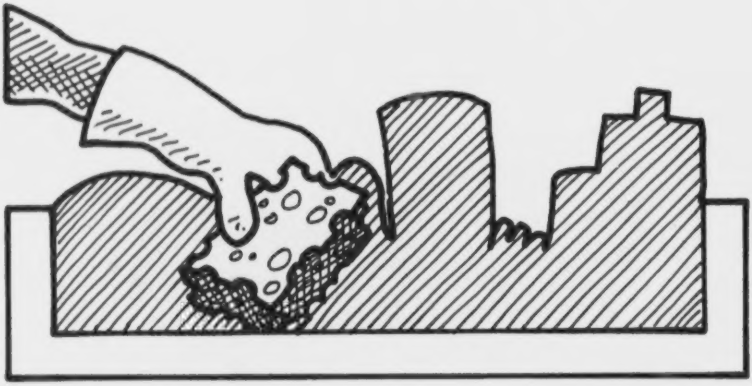

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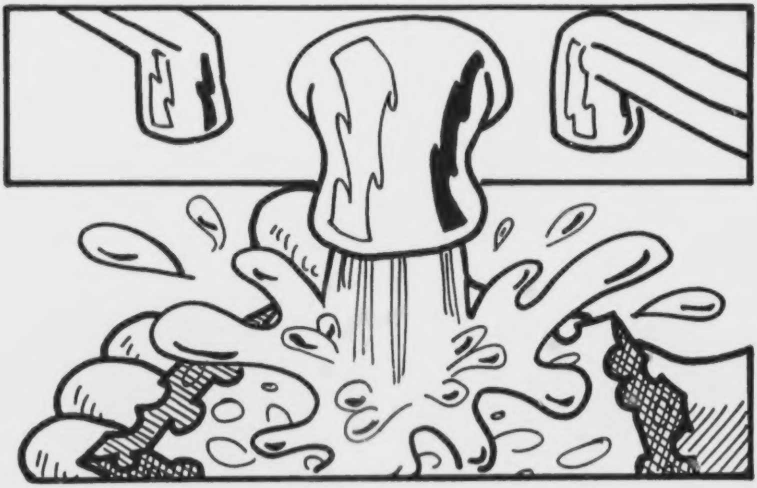

1. Get a sponge from the cleaning basket or tray.

3. Wet the sponge and inside surfaces of the sink.

2. Turn on the cold water.

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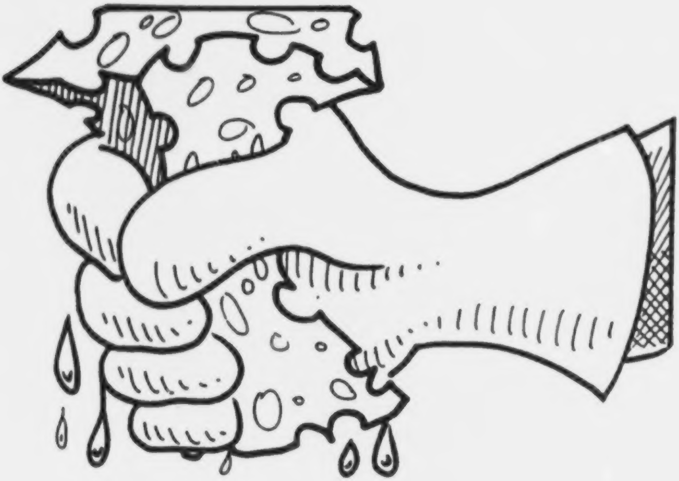

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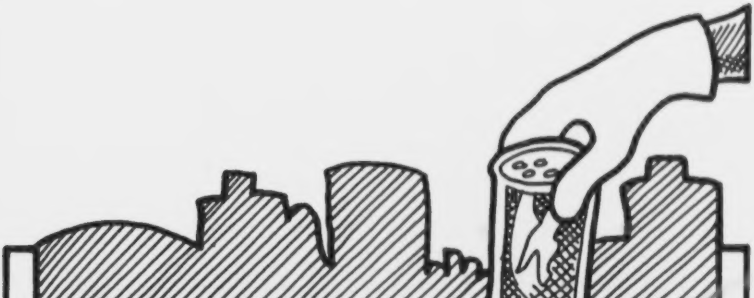

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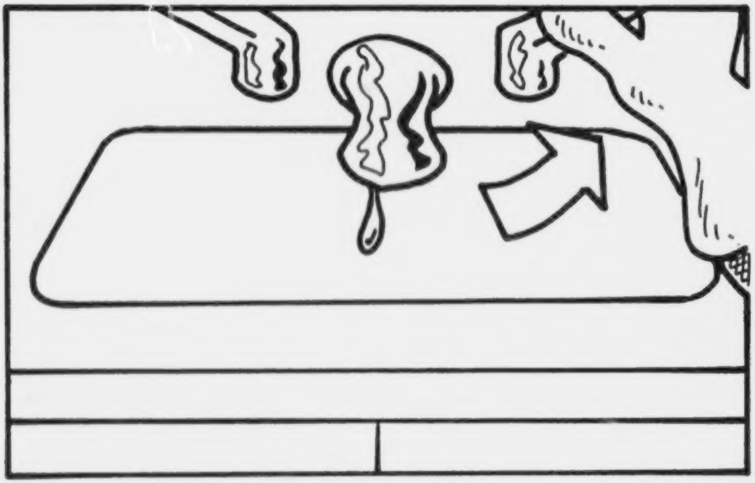

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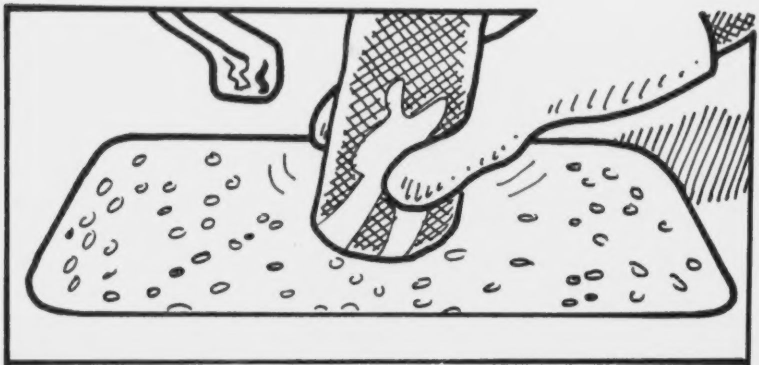

5. Turn the water off.

7. Sprinkle a little powdered cleanser on the inside surfaces of the sink.

4. Squeeze out the extra water from the sponge.

6. Get the powdered cleanser out of the basket or tray.

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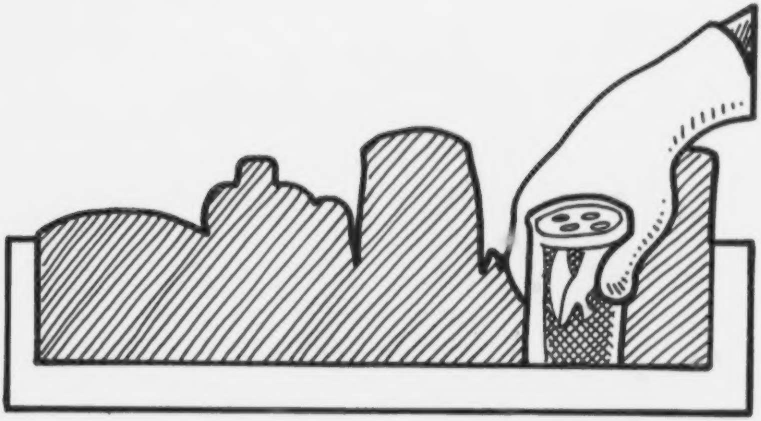

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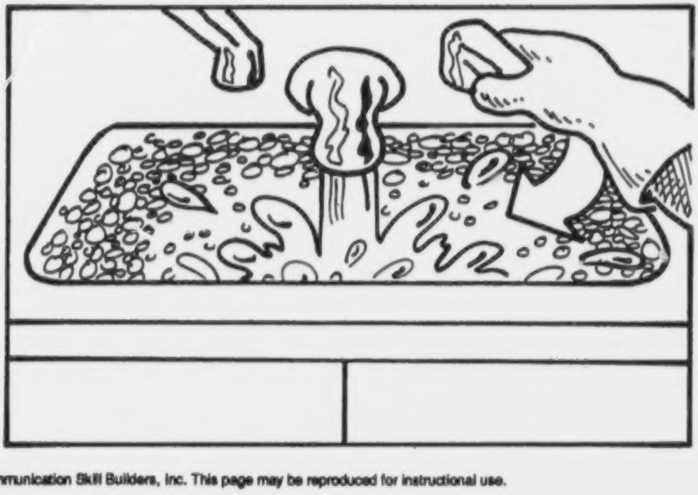

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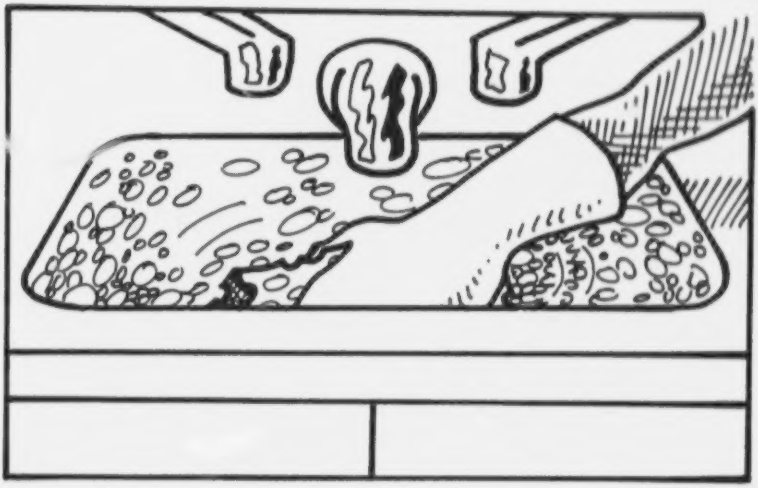

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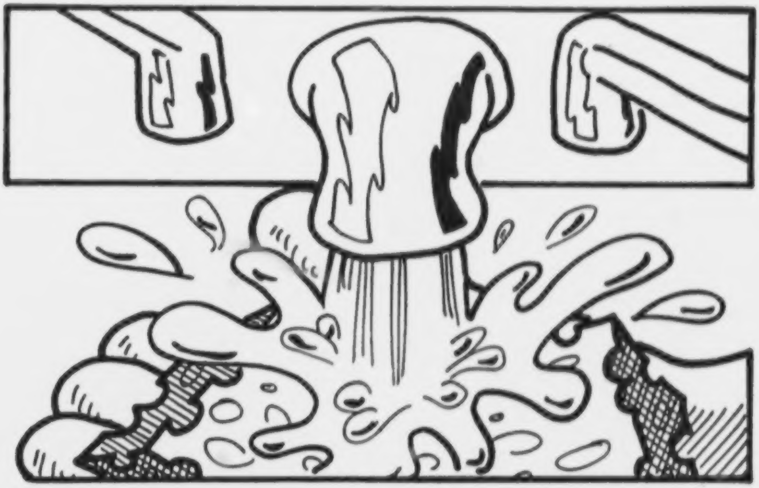

9. Scrub all surfaces of the sink thoroughly. Make sure to wash all surfaces and remove all dirt.

11. Rinse the sponge and inside surfaces of the sink.

8. Return the powdered cleanser to the basket or tray.

10. Turn on the cold water.

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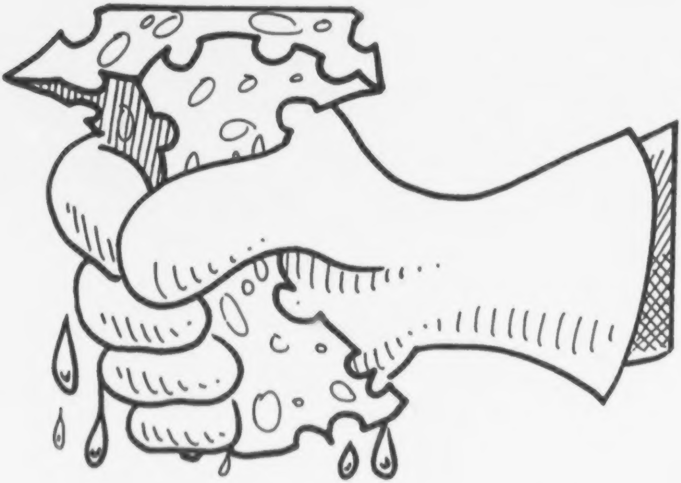

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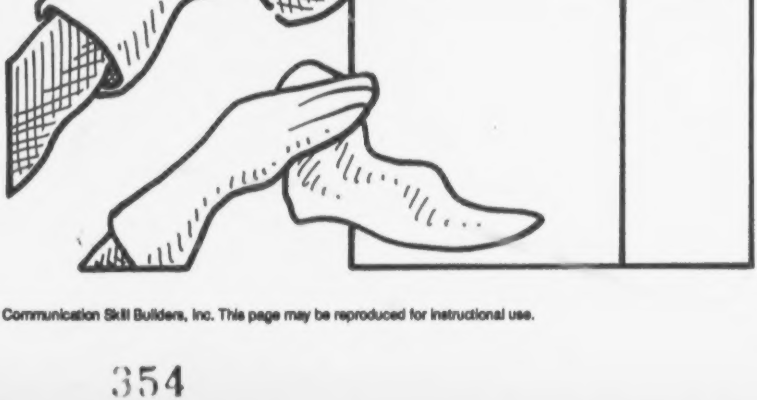

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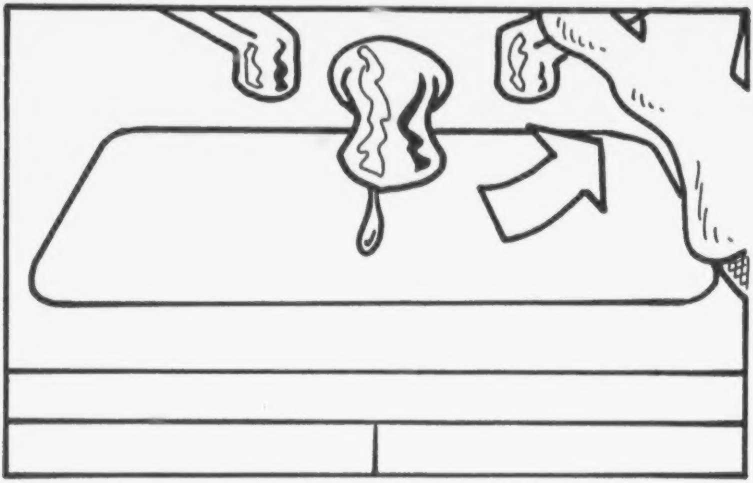

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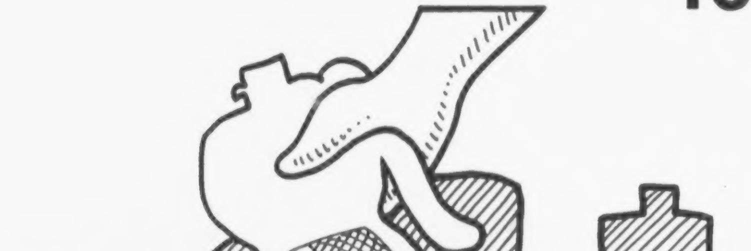

13. Turn the water off.

15. Get the spray cleaner from the basket or tray.

12. Wring out the extra water from the sponge.

14. Remove all items that are on the countertop. Set them aside.

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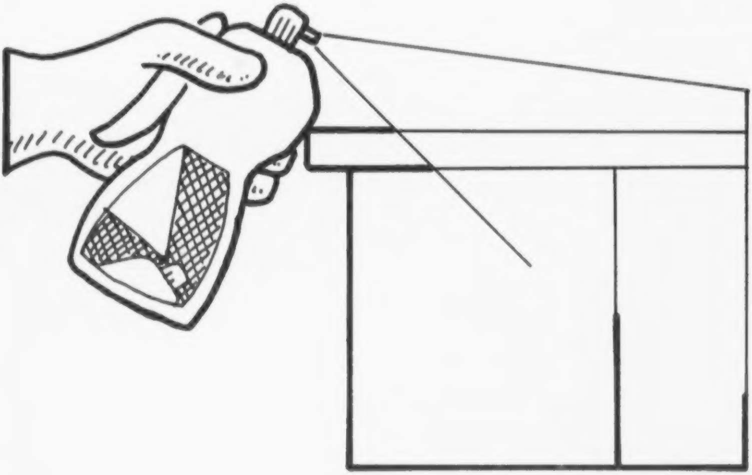

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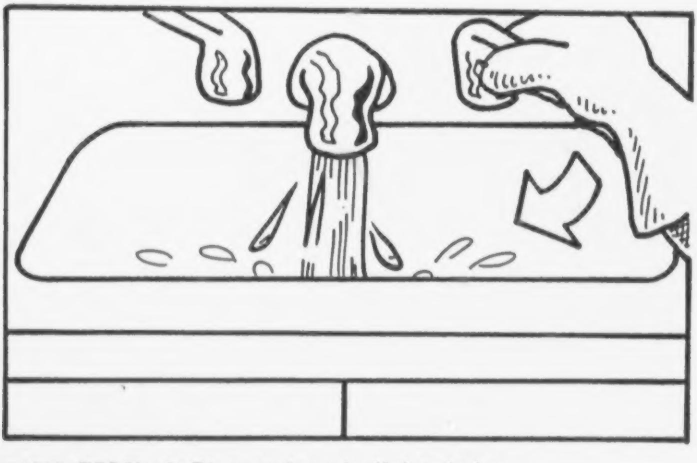

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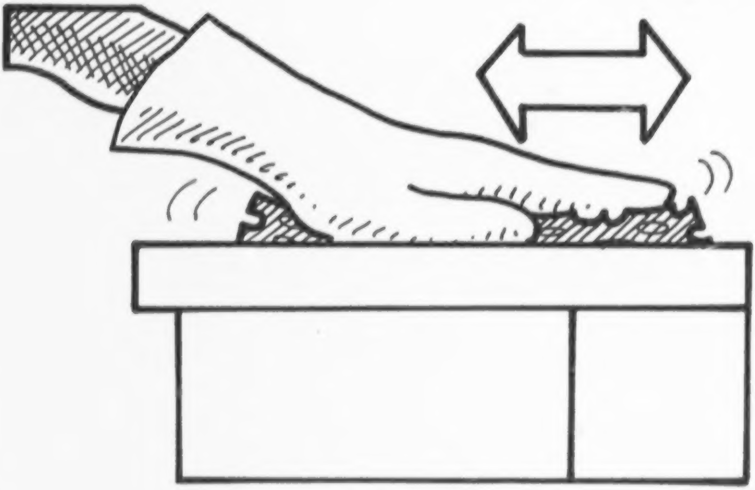

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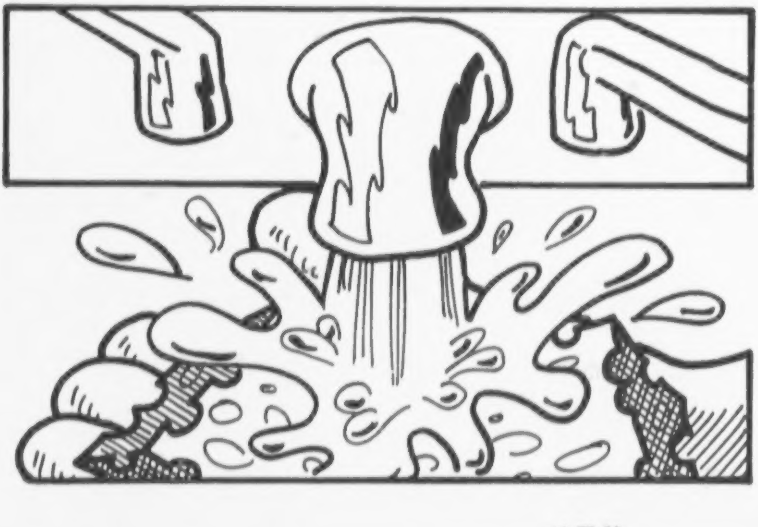

17. Wipe the countertop, using an up-and-down motion (to and from the body). Make sure to wipe all surfaces thoroughly and remove all streaks and dirt.

19. Rinse the sponge again.

16. Spray a little spray cleaner on the countertop.

18. Turn the water on.

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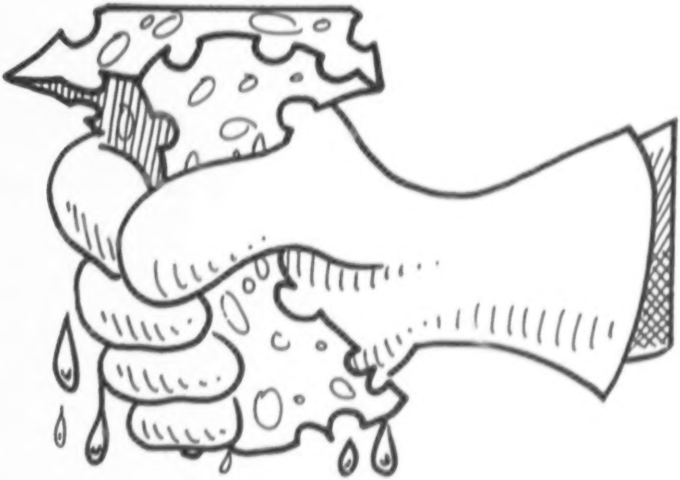

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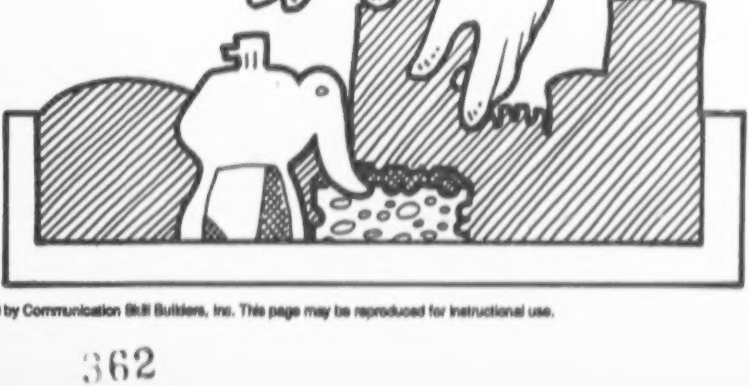

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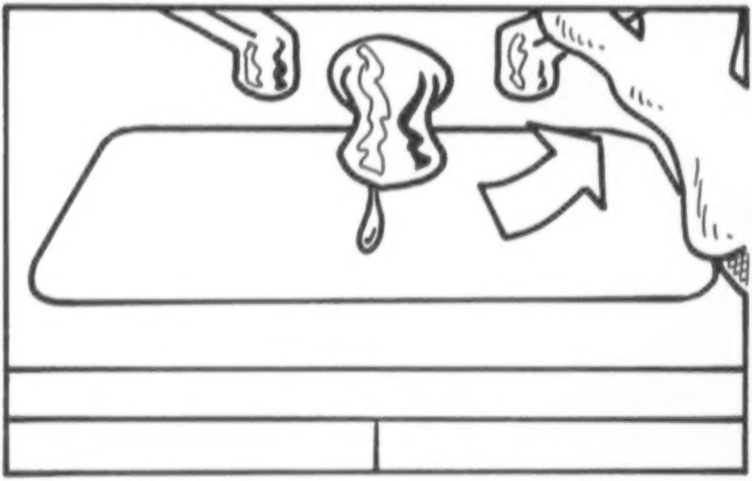

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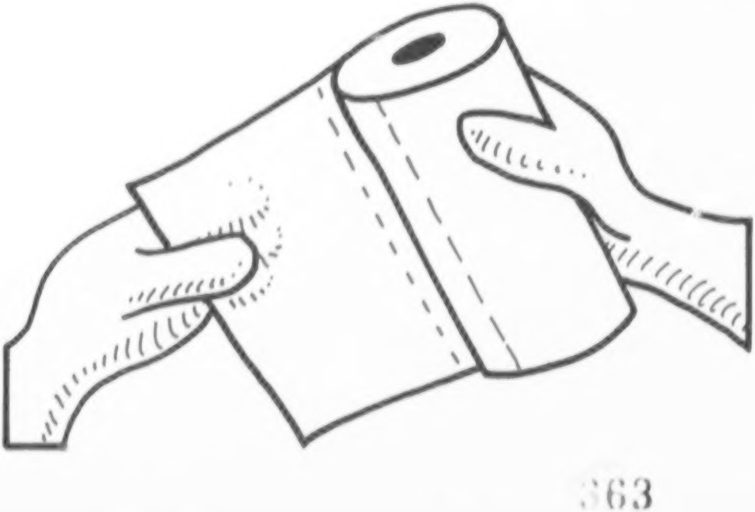

21. Turn the water off.

23. Choose either a paper towel or cloth from the basket or tray.

20. Squeeze out the extra water from the sponge.

22. Return the sponge and spray cleaner to the basket or tray.

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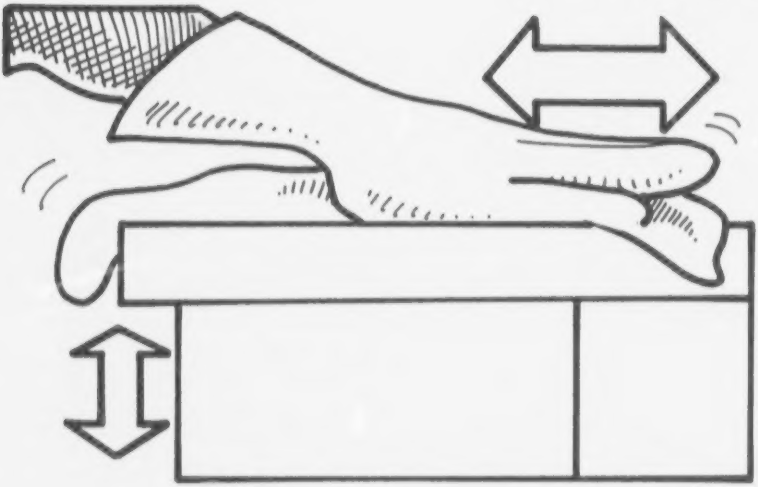

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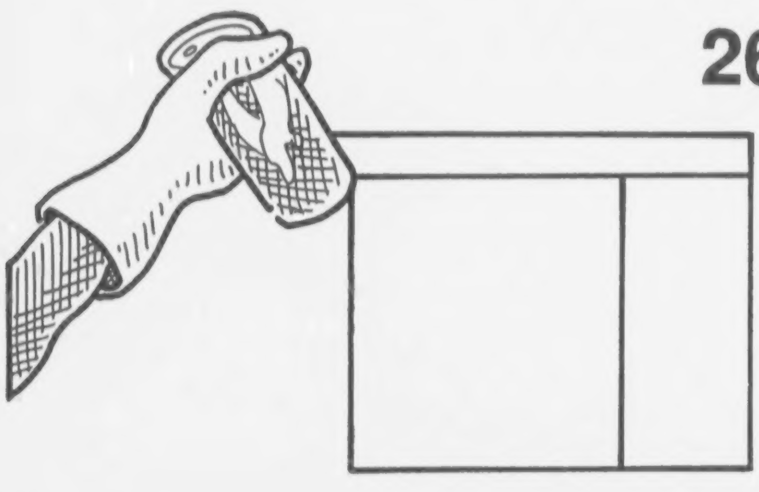

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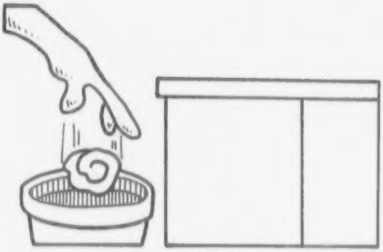

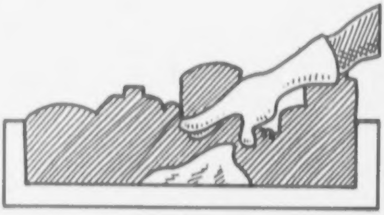

25. Throw the used paper towel in the wastebasket.
OR
Return the cloth to the basket or tray.

24. Dry the countertop with either the paper towel or cloth. Use an up-and-down (to and from the body) motion.

26. Replace the items on the countertop.

Steps for Cleaning the Bathroom

Emptying the Trash

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a trash bag tie.
2. Take the full trash bag out of the wastebasket.
3. Twist the top of the trash bag to close it.
4. Wrap the tie around the top of the trash bag.
5. Twist the tie to keep the trash bag closed.
6. Remove the trash bag to the outside garbage can.
   OR
   Remove the trash bag to the dumpster.
7. Get a clean trash bag.
8. Open the trash bag.
9. Put the open trash bag in the wastebasket.
10. Fold the top edge of the trash bag over the rim of the wastebasket.
11. Put the wastebasket in its usual place.

Steps for Cleaning the Bathroom

Empyting the Trash

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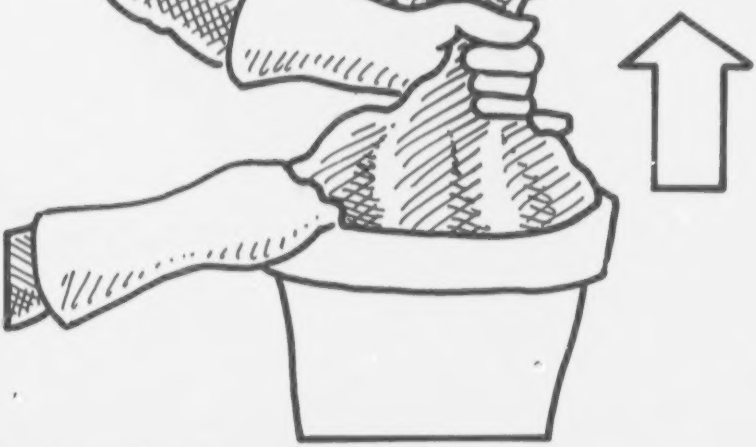

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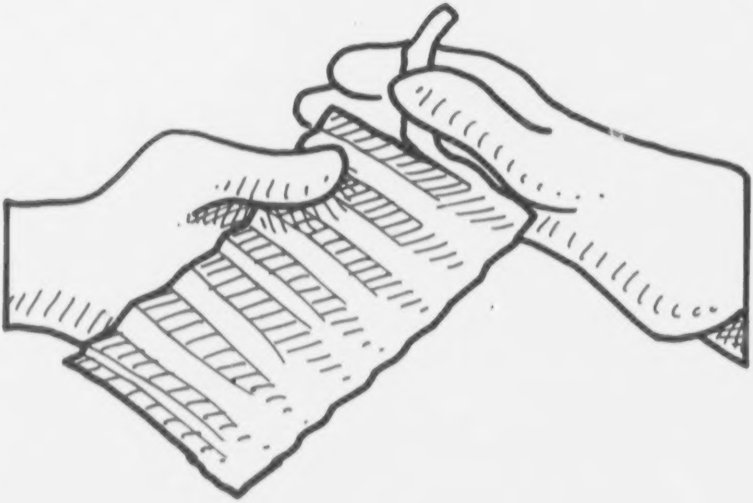

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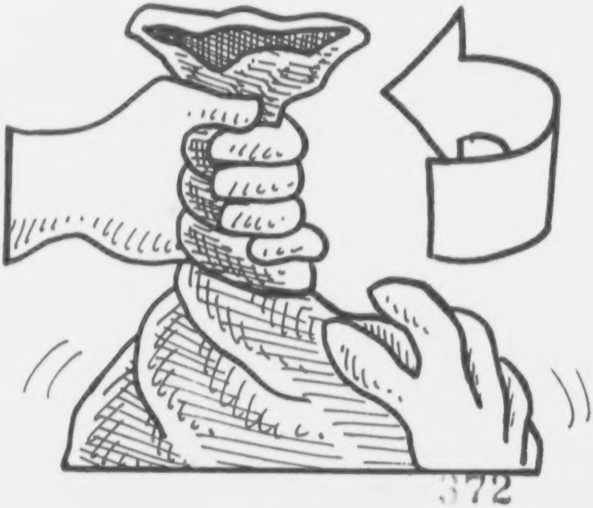
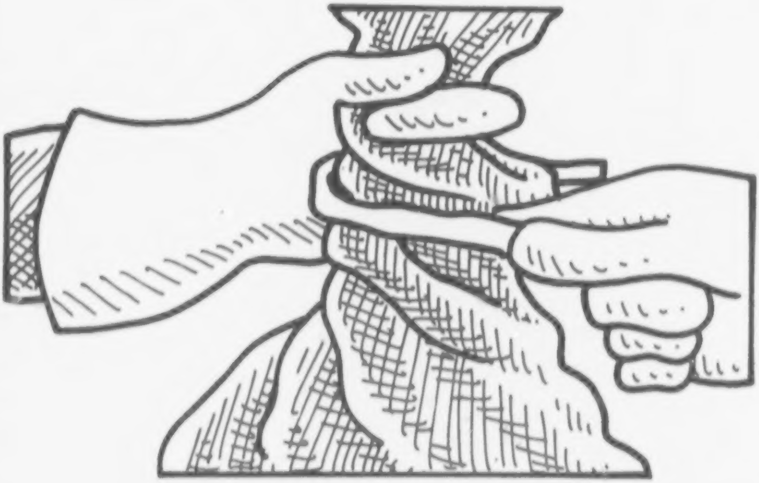


1. Get a trash bag tie.

3. Twist the top of the trash bag to close it.

2. Take the full trash bag out of the wastebasket.

4



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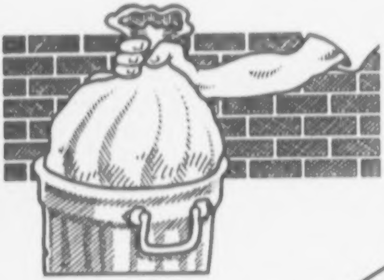

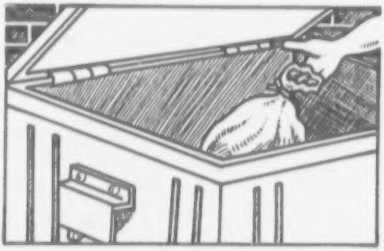

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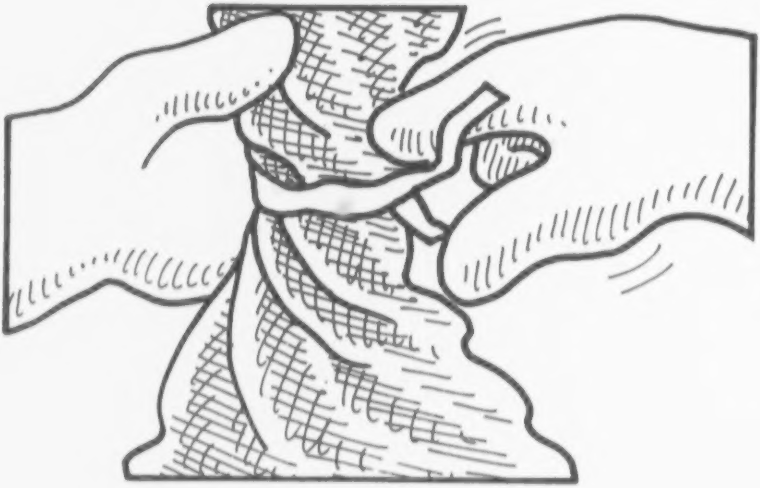

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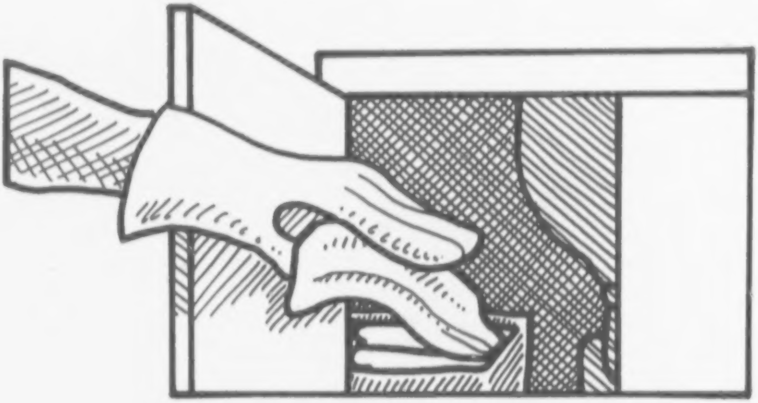


5. Twist the tie to keep the trash bag closed.

7. Get a clean trash bag.

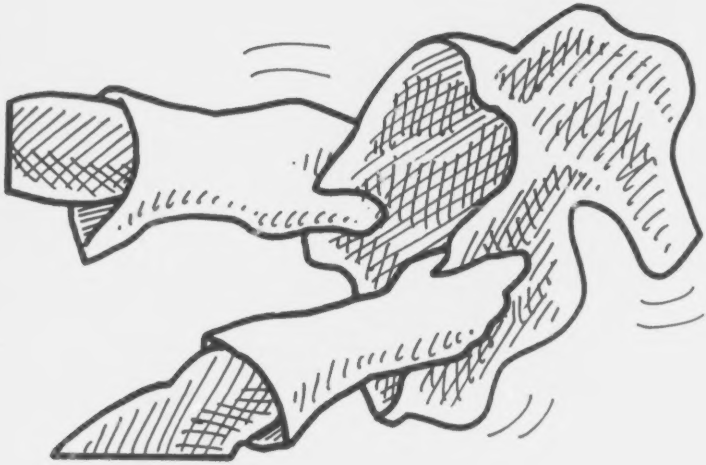
4. Wrap the tie around the top of the trash bag.

6. Remove the trash bag to the outside garbage can.

OR

Remove the trash bag to the dumpster.

8



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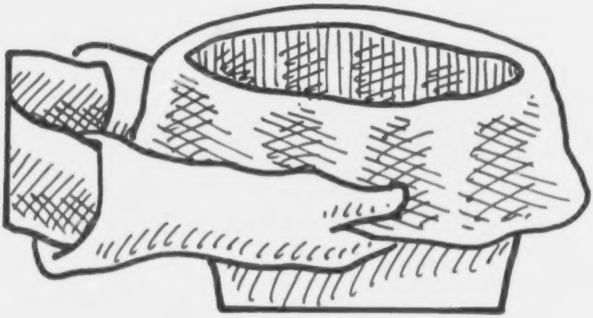

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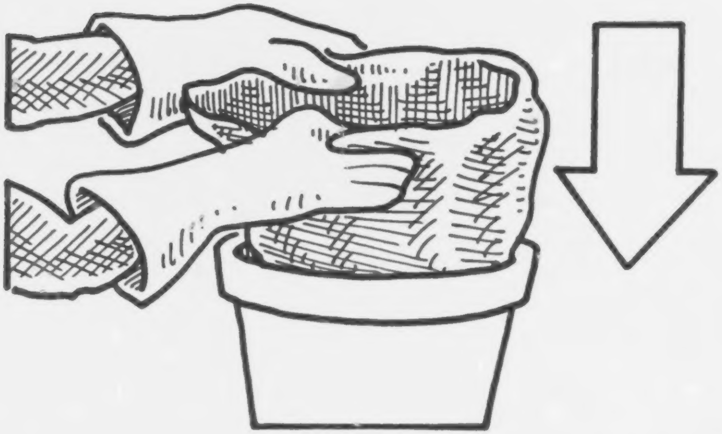

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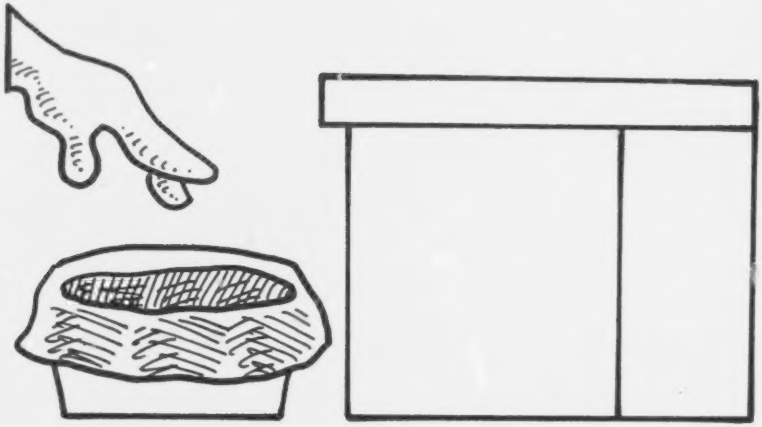


9. Put the open trash bag in the wastebasket.

11. Put the wastebasket in its usual place.

8. Open the trash bag.

10. Fold the top edge of the trash bag over the rim of the wastebasket.

Steps for Cleaning the Bathroom

Introduction to Cleaning the Bathroom Floor

There are several types of floor coverings that are used on bathroom floors. Present the individual with the directions appropriate to the type of floor to be washed. For small tile floors, have the individual follow the directions in Washing the Floor Using a Sponge. It may be necessary for the individual to sweep the floor before beginning to wash it. In that case, use Steps for Sweeping the Floor (see *Housework Book 2*). Then introduce the chore of washing the floor using a sponge. If there is a large floor area, the individual may be able to mop the floor using a sponge mop (see *Housework Book 2*). For a carpeted bathroom floor, the individual should use Steps for Vacuuming the Carpet (see *Housework Book 2*).

Steps for Cleaning the Bathroom

Washing the Floor Using a Sponge

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

For health and safety reasons, the individual should wear rubber gloves for this task.

1. Remove scatter rugs, wastebaskets, or other movable objects from the dirty floor area.
2. Get a bucket.
3. Get a sponge.
4. Get the floor cleaner or detergent.
5. Go to the sink, bathtub, or an area with a faucet.
6. Turn on the cold and hot water and adjust to warm.
7. Put the bucket in the sink or under the faucet.
8. Fill the bucket to the fill line (or 3/4 full).
9. Turn the water off.
10. Open and pour _________ (amount) of floor cleaner or detergent into the bucket.

    (It is helpful to use a cleaner that does not require rinsing. This helps to eliminate a number of steps and makes the task easier for the individual to learn.)
11. Lift the bucket out of the sink and place it on the floor.
12. Put the sponge in the bucket and gently move it around. This will help to dissolve and mix the cleaner.
13. Lift the sponge out of the water while holding it over the bucket.
14. Squeeze the extra water out of the sponge. Make sure the water goes back into the bucket.
15. Start by kneeling in the corner of the room farthest from the door, at the shower stall or bathtub. Wash, using an up-and-down (to and from the body) motion while moving across a small area of the floor.

    (It is important to choose a specific location, such as the far corner of a room at the shower stall or bathtub, and consistently start at that place. Also, it is important to choose a specific pattern for washing, such as moving the sponge up-and-down [to and from the body] while washing left-to-right across the floor. This consistent pattern will help the individual learn to thoroughly wash all areas of the floor.)

16. Put the sponge back into the bucket and gently move it around to rinse out the dirt.
17. Lift the sponge out of the water while holding it over the bucket.
18. Squeeze the extra water out of the sponge. Make sure that the water goes back into the bucket.
19. Move the bucket to the next dirty area of the floor. Wash, using an up-and-down motion (to and from the body) while moving across the floor to wash the next small area.

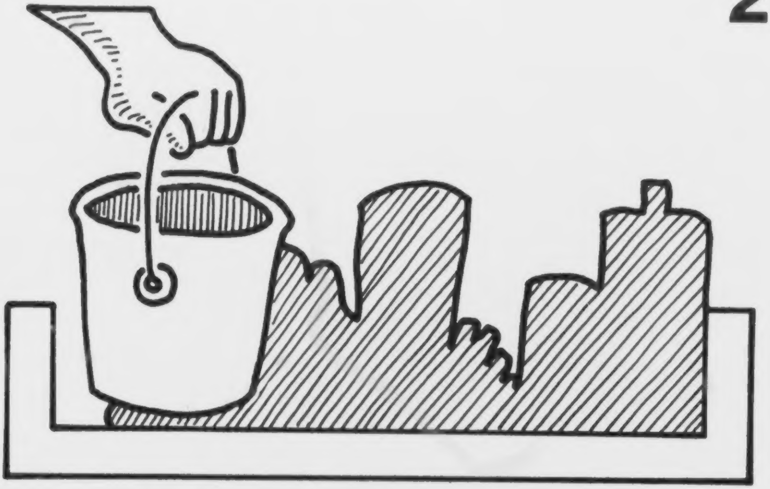
    It is usually best to remain kneeling while carrying out this task unless physical disabilities preclude it.
20. Continue washing, using steps 16 through 19, until the entire floor is clean.

    (Make sure the individual washes around the base of the toilet, sink, bathtub, vanity, or other objects on the floor.)
21. Wait until the floor is dry before you walk on it.
22. Carry the bucket and sponge to the sink or laundry tub.
23. Remove the sponge from the bucket and hold it under the faucet.
24. Turn the cold water on.
25. Rinse the sponge with clean water.
26. Squeeze the extra water out of the sponge. Make sure the water goes into the sink or laundry tub.
27. Set the sponge aside.
28. Carefully lift the bucket and dump the dirty water into the sink or laundry tub.
29. Rinse the bucket with clean water.
30. Lift the bucket out of the sink and place it on the floor.
31. Turn the water off.
32. Put the bucket in its usual storage place.
33. Put the floor cleaner or detergent and sponge in the cleaning basket or tray.
34. Return the scatter rugs, wastebaskets, and other objects to their usual places.

Steps for Cleaning the Bathroom

Washing the Floor Using a Sponge

2



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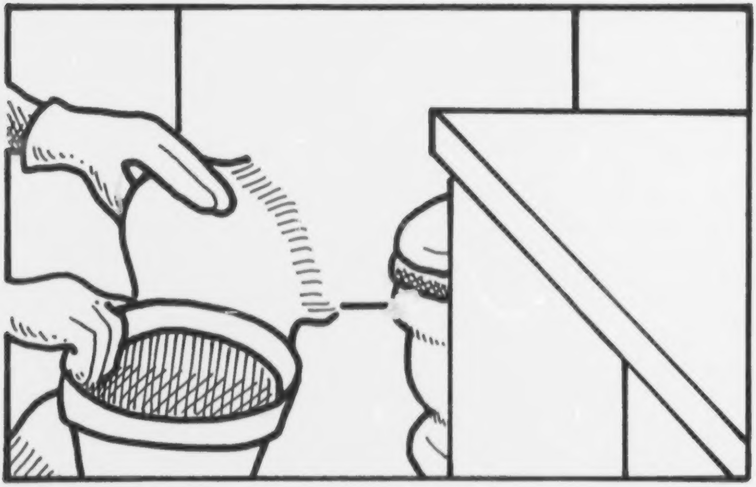

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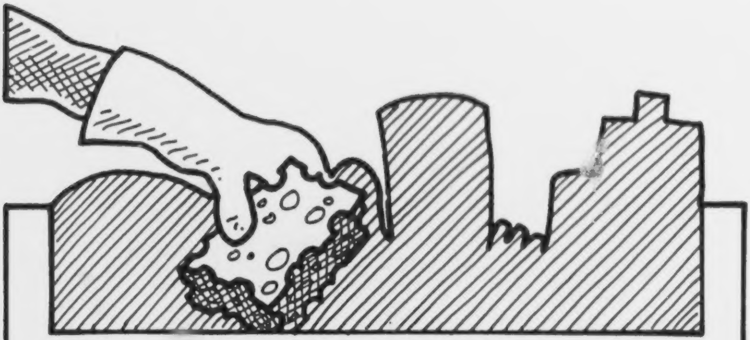
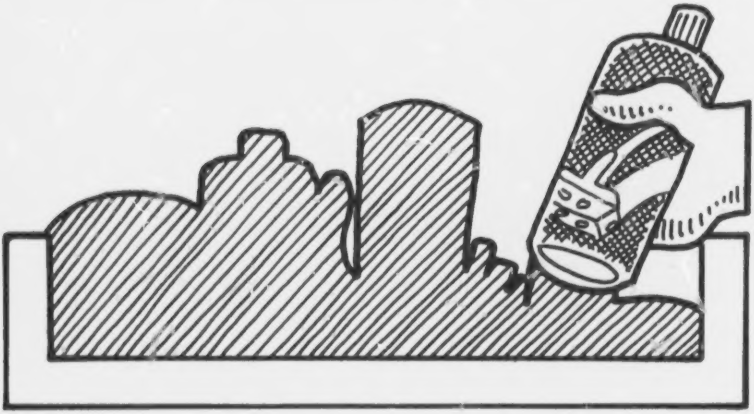


1. Remove scatter rugs, wastebaskets, or other movable objects from the dirty floor area.

3. Get a sponge.

2. Get a bucket.

4



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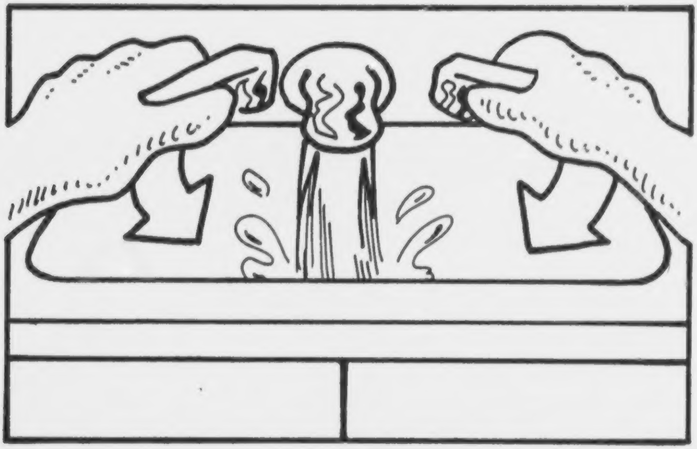

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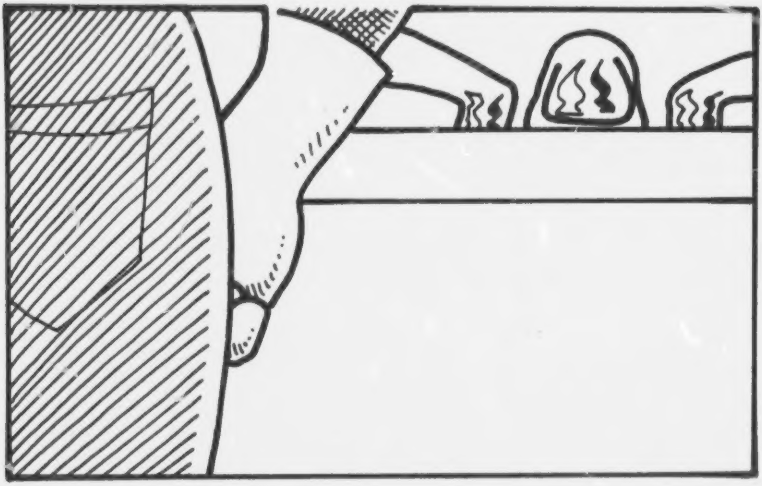

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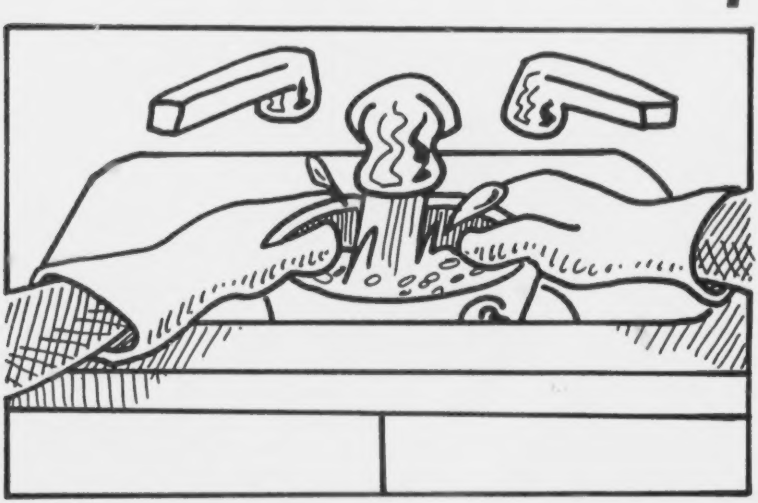

5. Go to the sink, bathtub, or an area with a faucet.

7. Put the bucket in the sink or under the faucet.

4. Get the floor cleaner or detergent.

6. Turn on the cold and hot water and adjust to warm.

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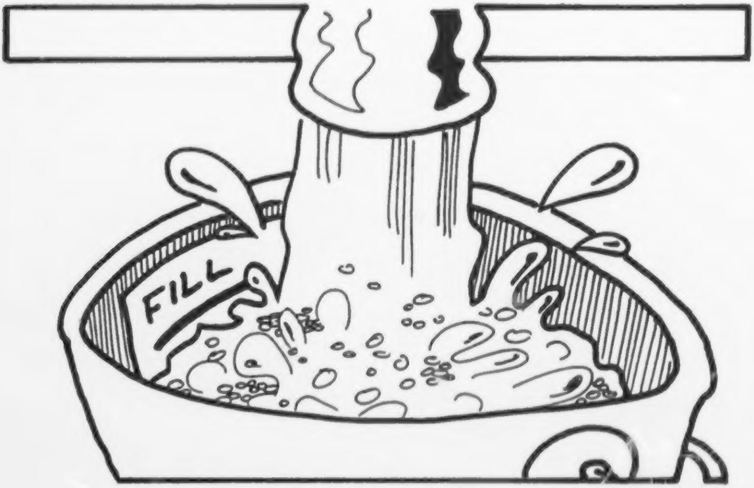

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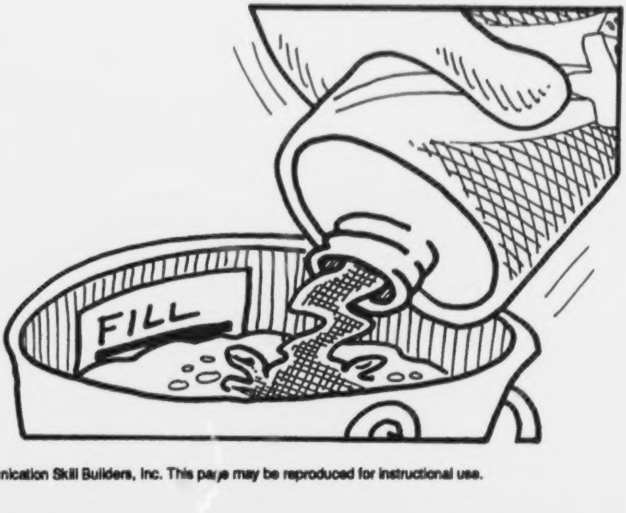

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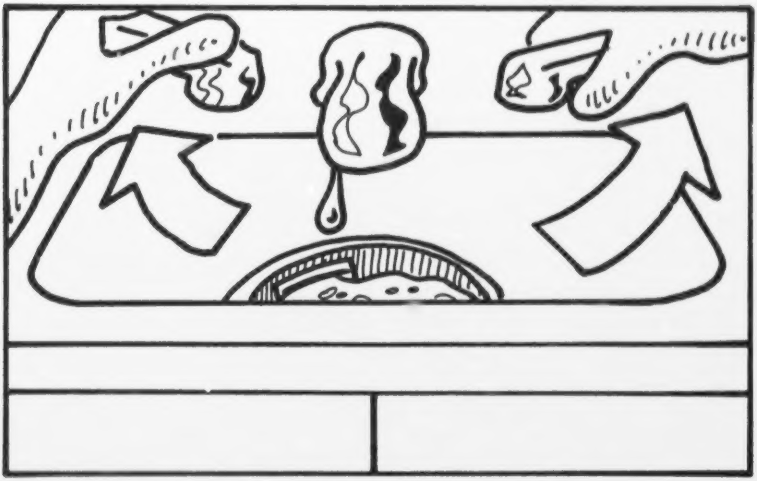

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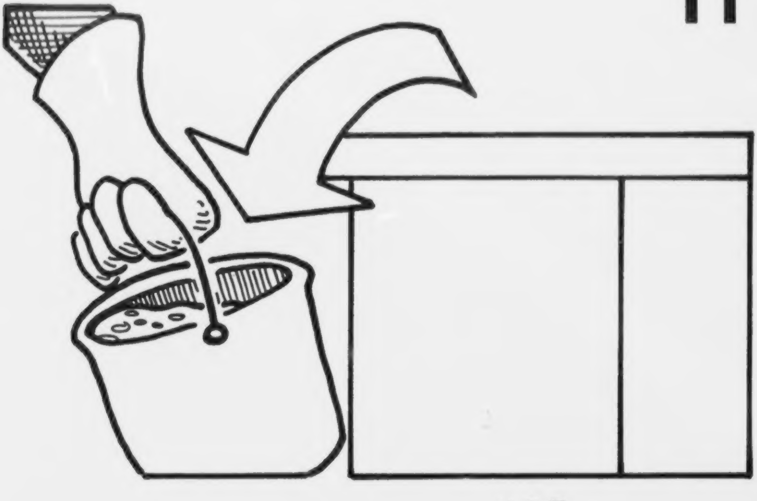


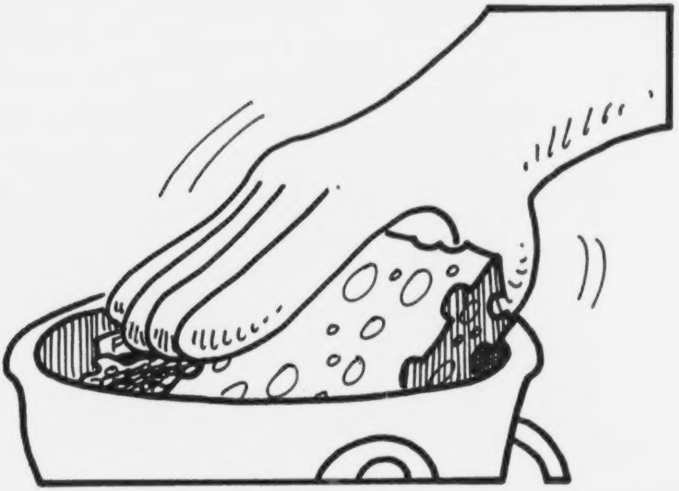
9. Turn the water off.

11. Lift the bucket out of the sink and place it on the floor.

8. Fill the bucket to the fill line (or 3/4 full).

10. Open and pour _________ (amount) of floor cleaner or detergent into the bucket.

12



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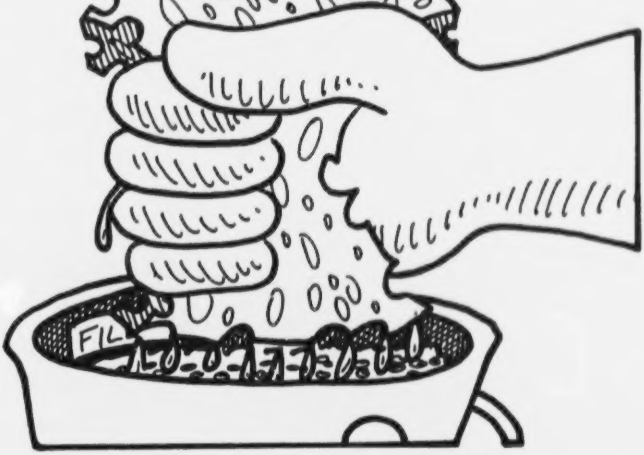

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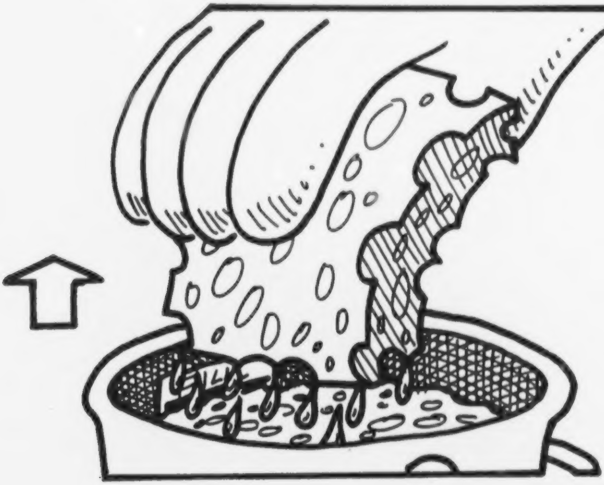

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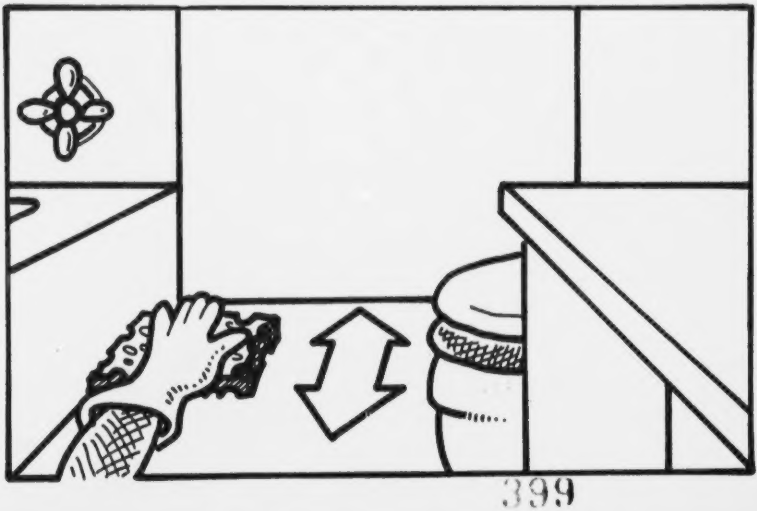


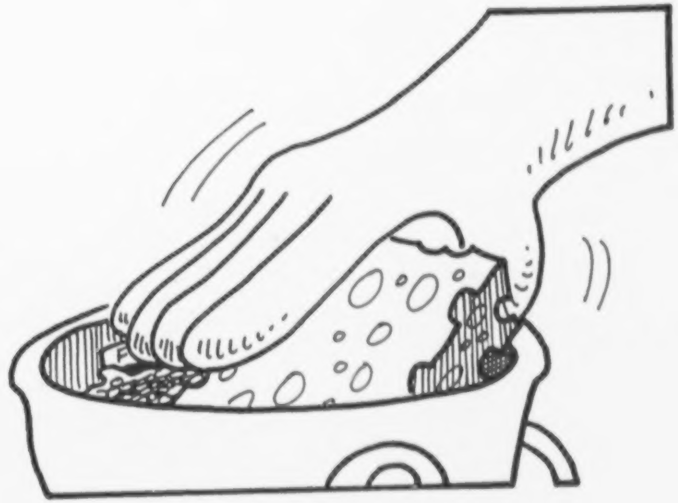
13. Lift the sponge out of the water while holding it over the bucket.

15. Start by kneeling in the corner of the room farthest from the door, at the shower stall or bathtub. Wash, using an up-and-down (to and from the body) motion while moving across a small area of the floor.

12. Put the sponge in the bucket and gently move it around. This will help to dissolve and mix the cleaner.

14. Squeeze the extra water out of the sponge. Make sure the water goes back into the bucket.

16



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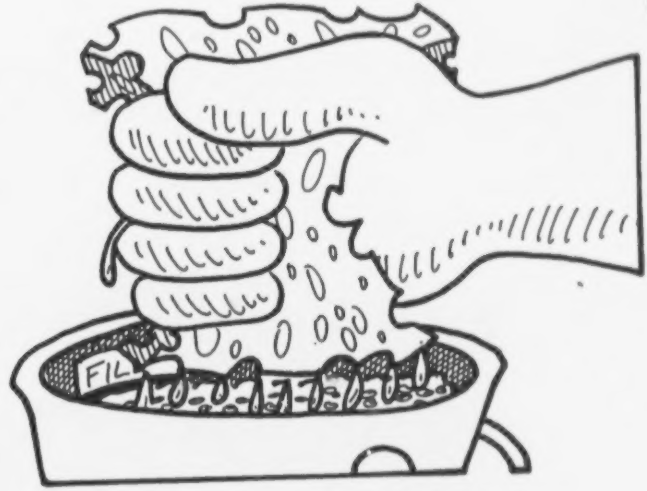

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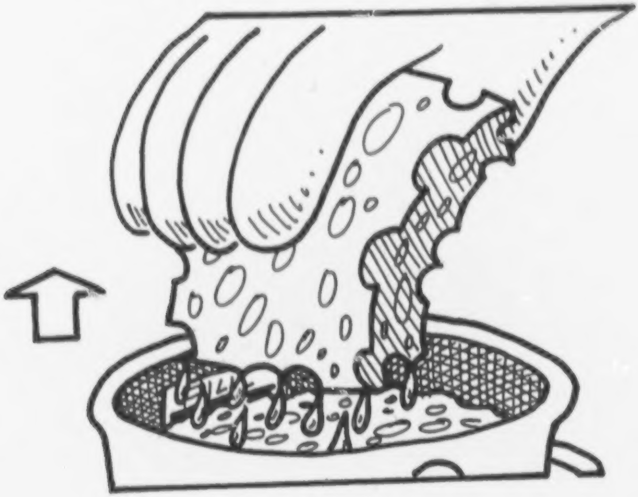

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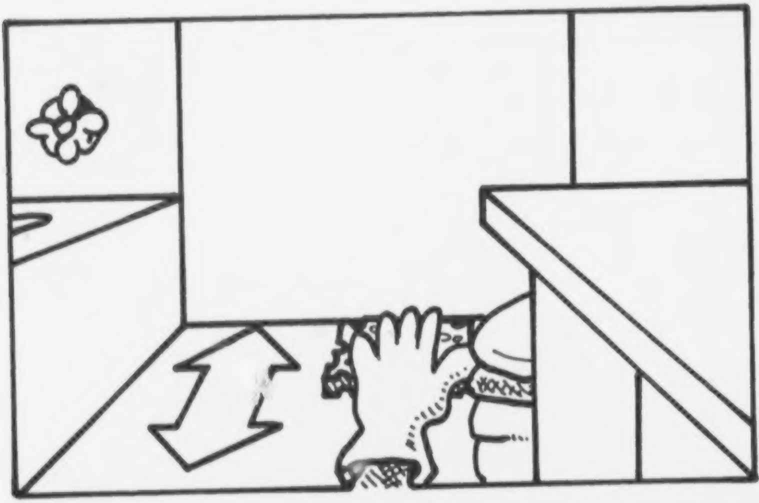


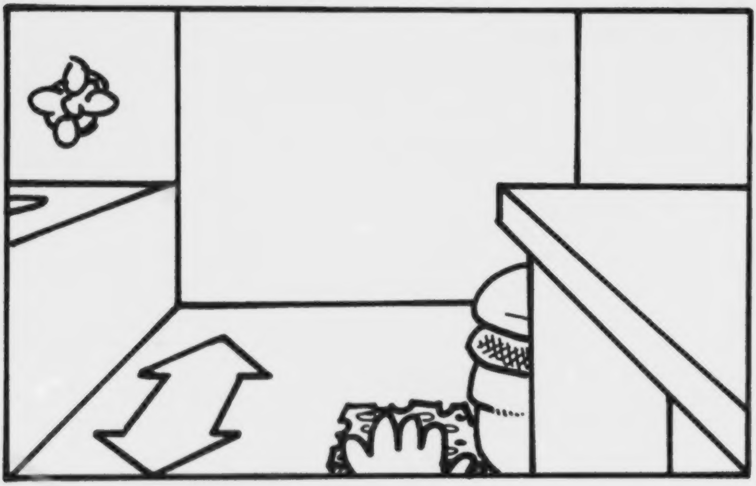
17. Lift the sponge out of the water while holding it over the bucket.

19. Move the bucket to the next dirty area of the floor. Wash, using an up-and-down motion (to and from the body) while moving across the floor to wash the next small area.

16. Put the sponge back into the bucket and gently move it around to rinse out the dirt.

18. Squeeze the extra water out of the sponge. Make sure that the water goes back into the bucket.

20



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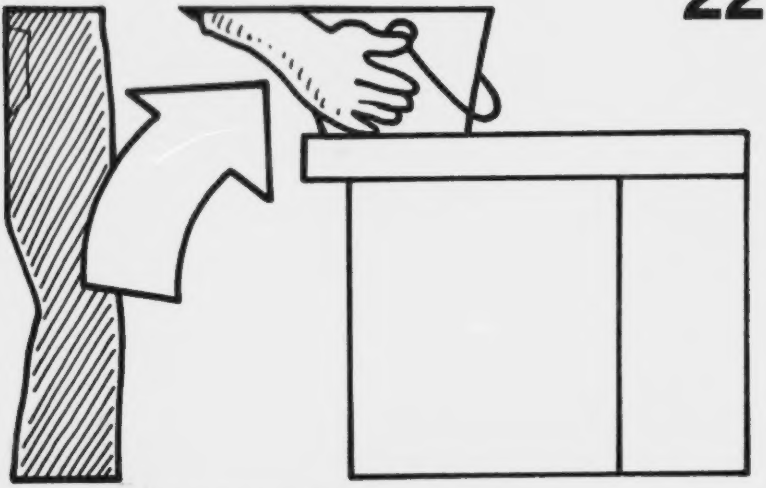

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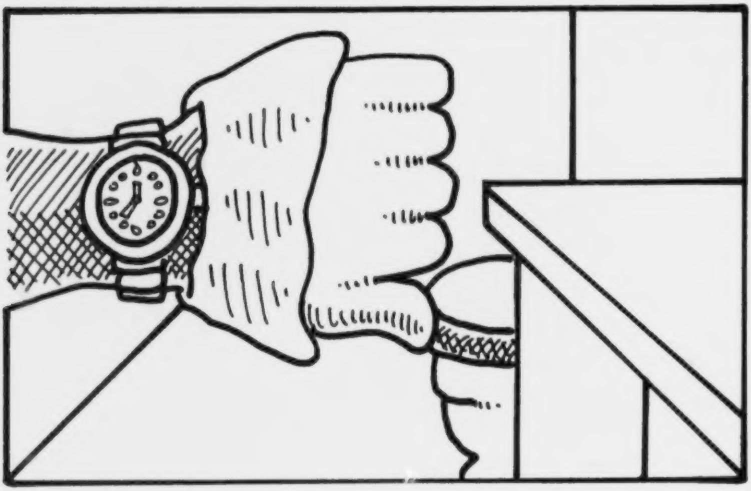

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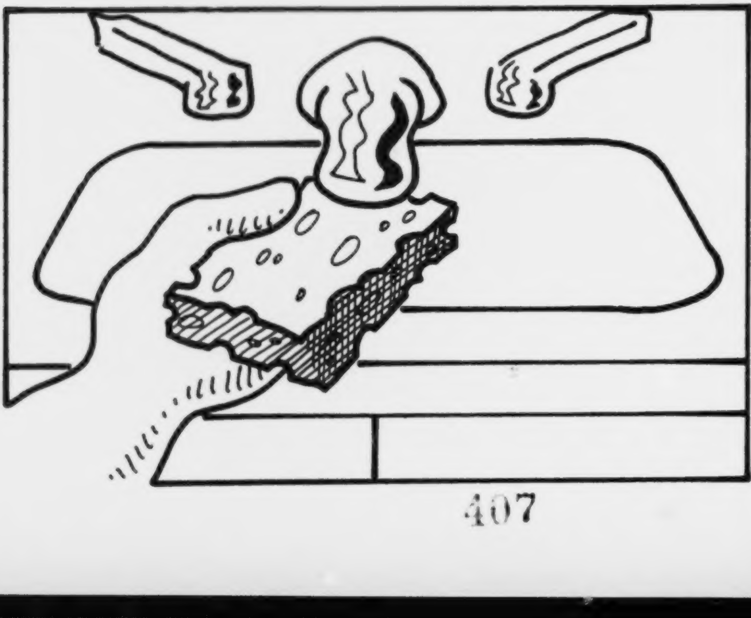


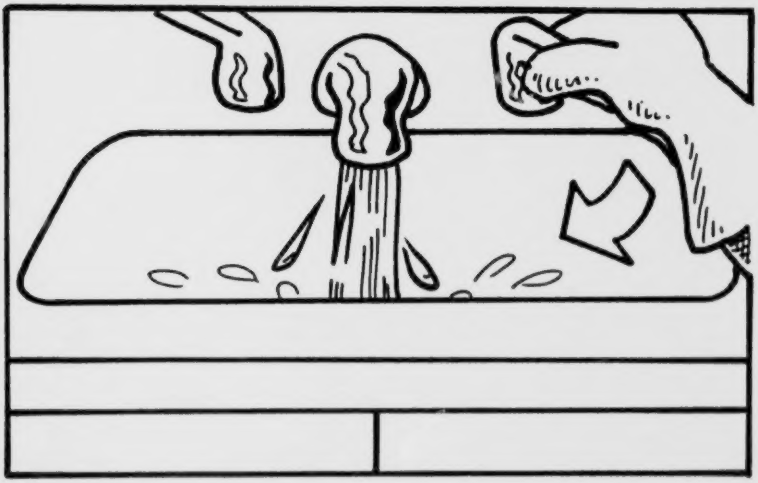
21. Wait until the floor is dry before you walk on it.

23. Remove the sponge from the bucket and hold it under the faucet.

20. Continue washing, using steps 16 through 19, until the entire floor is clean.

22. Carry the bucket and sponge to the sink or laundry tub.

24



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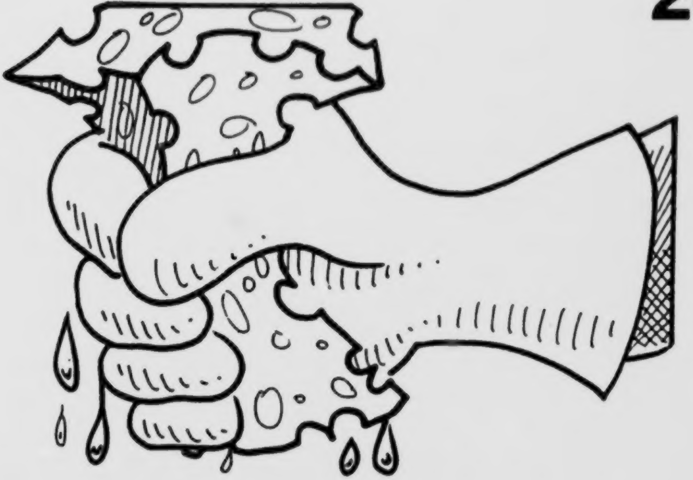

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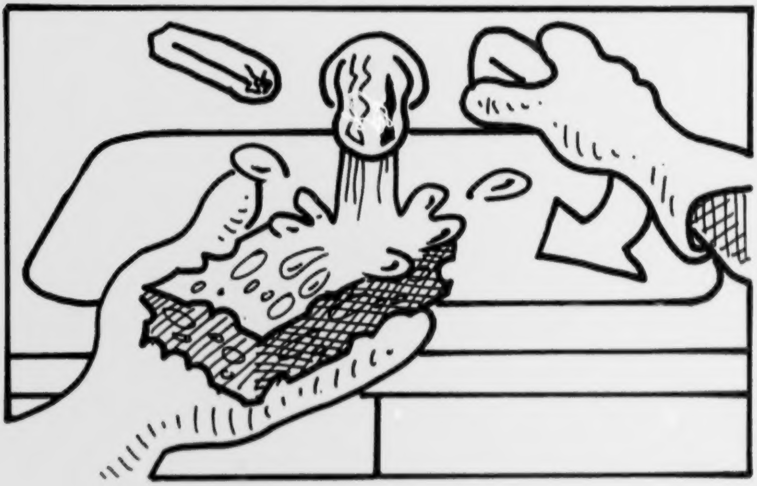

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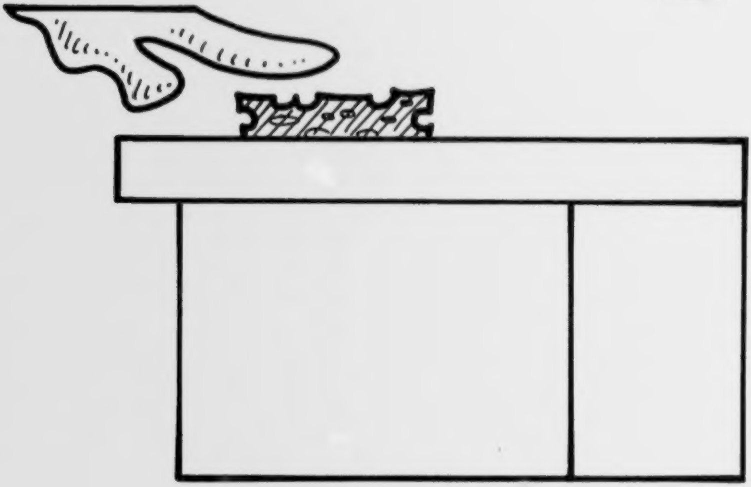


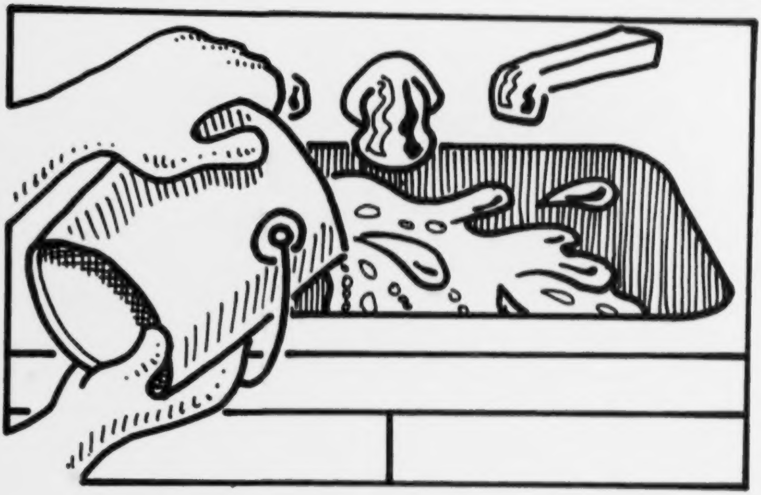
25. Rinse the sponge with clean water.

27. Set the sponge aside.

24. Turn the cold water on.

26. Squeeze the extra water out of the sponge. Make sure the water goes into the sink or laundry tub.

28



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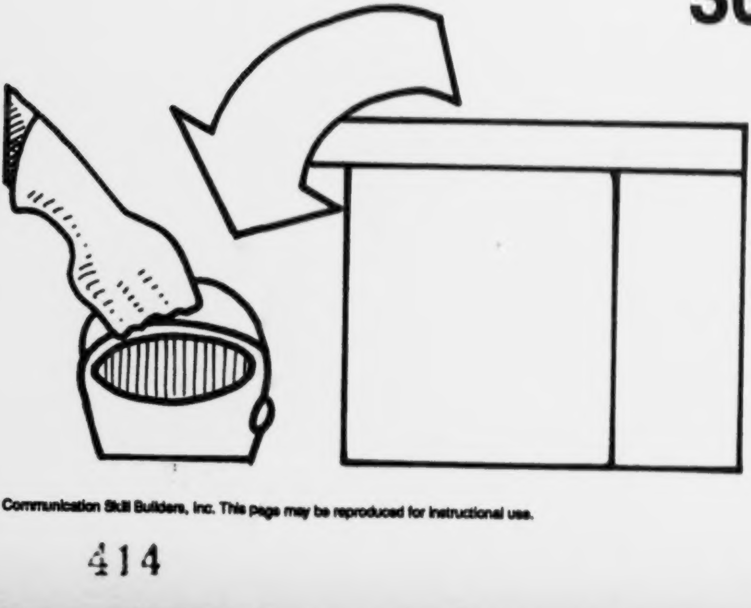

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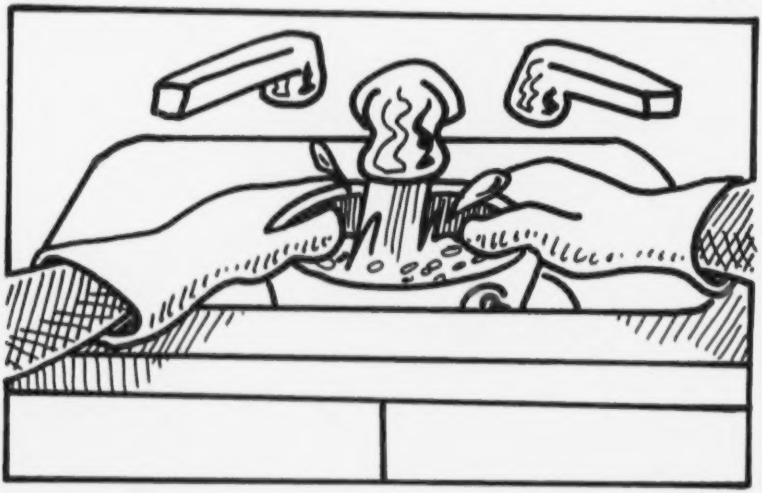

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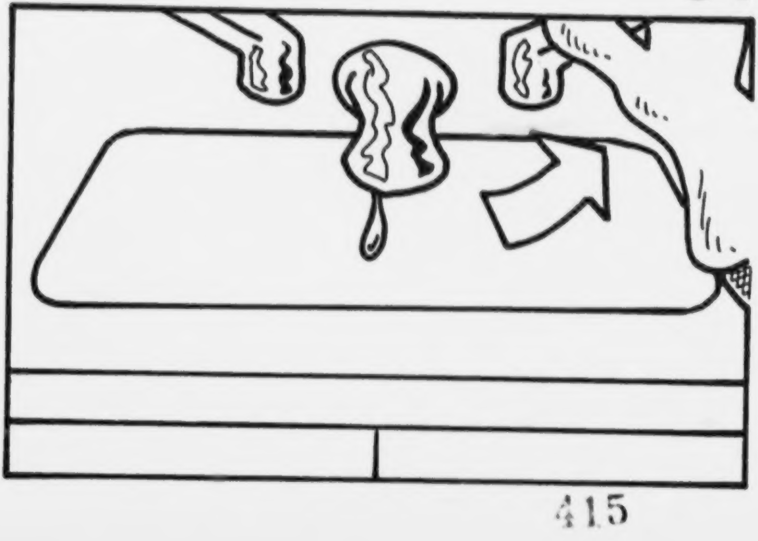


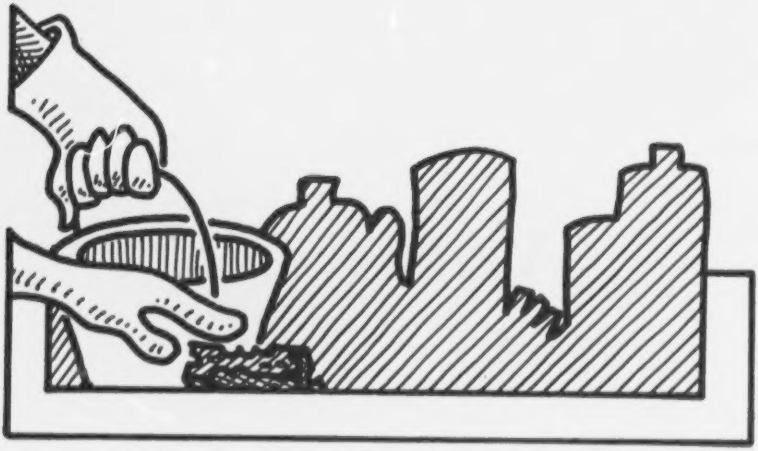
29. Rinse the bucket with clean water.

31. Turn the water off.

28. Carefully lift the bucket and dump the dirty water into the sink or laundry tub.

30. Lift the bucket out of the sink and place it on the floor.

32



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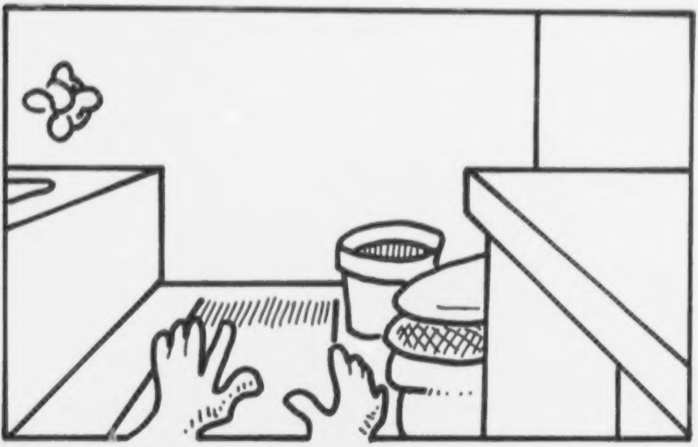

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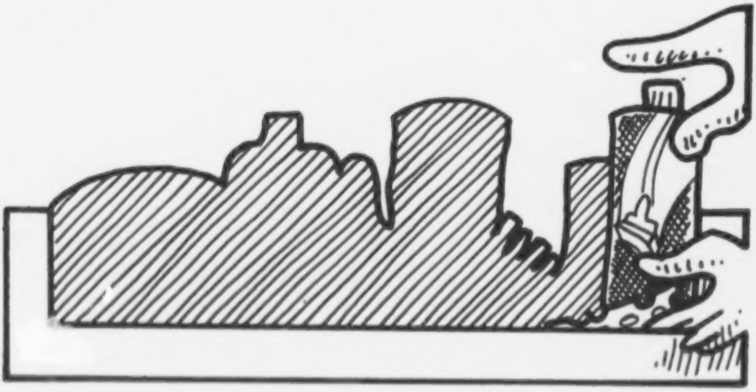


33. Put the floor cleaner or detergent and sponge in the cleaning basket or tray.

32. Put the bucket in its usual storage place.

34. Return the scatter rugs, wastebaskets, and other objects to their usual places.

Steps for Cleaning the Bathroom

Taking Off Rubber Gloves

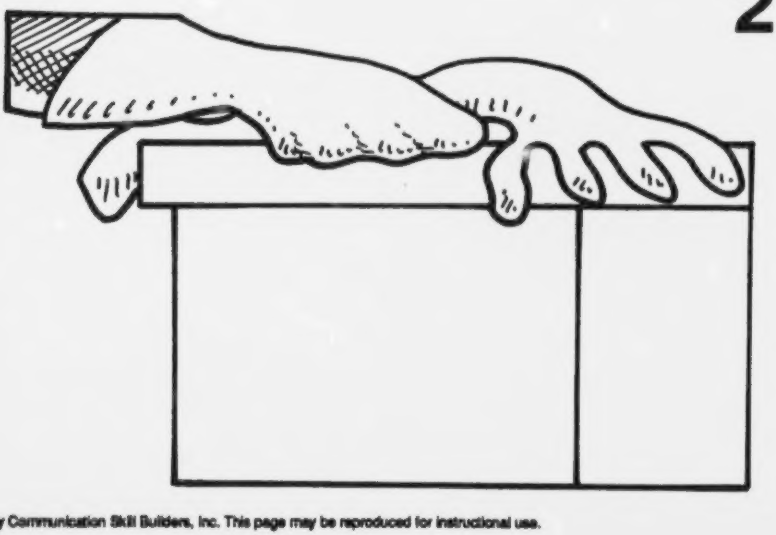
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Grasp the fingers of the left-hand glove with your right hand. Pull the glove off.
2. Set the left-hand glove aside.
3. Grasp the fingers of the right-hand glove with your left hand. Pull the glove off.
4. Pick up the gloves and return them to the cleaning basket or tray.

Steps for Cleaning the Bathroom

Taking Off Rubber Gloves

2



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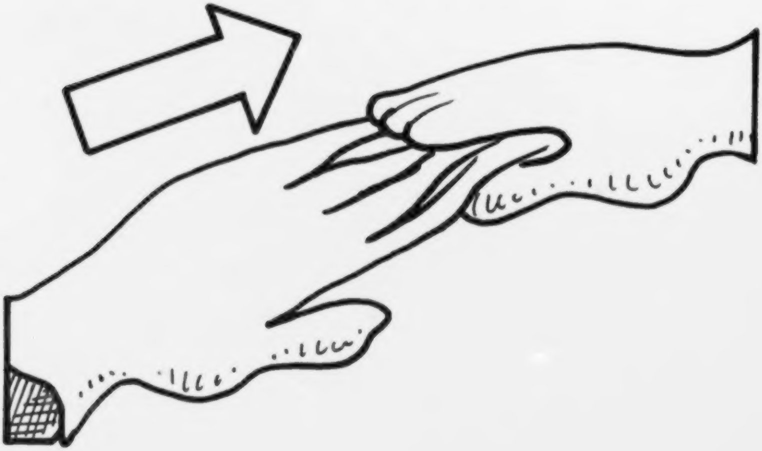

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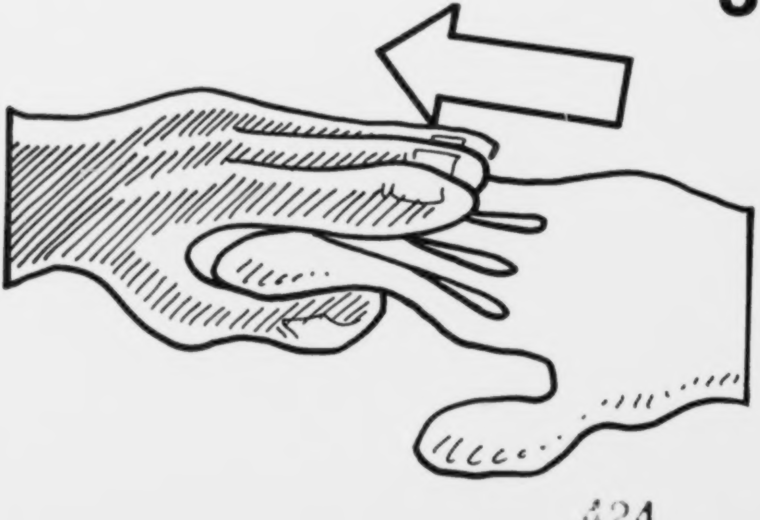
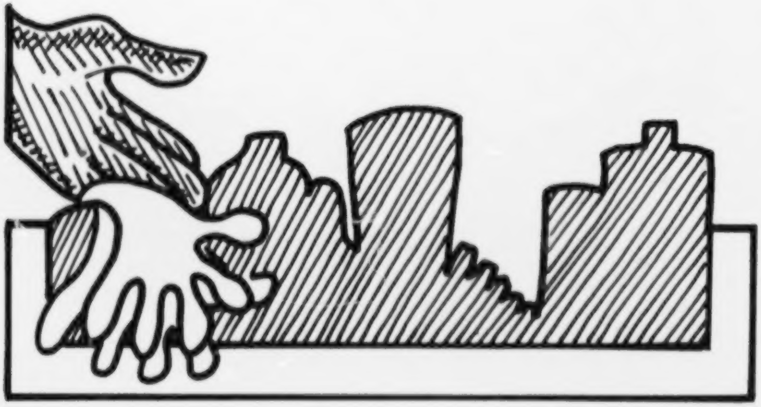


1. Grasp the fingers of the left-hand glove with your right hand. Pull the glove off.

3. Grasp the fingers of the right-hand glove with your left hand. Pull the glove off.

2. Set the left-hand glove aside.

4



4. Pick up the gloves and return them to the cleaning basket or tray.

Steps for Cleaning the Bathroom

Putting Away Cleaning Supplies

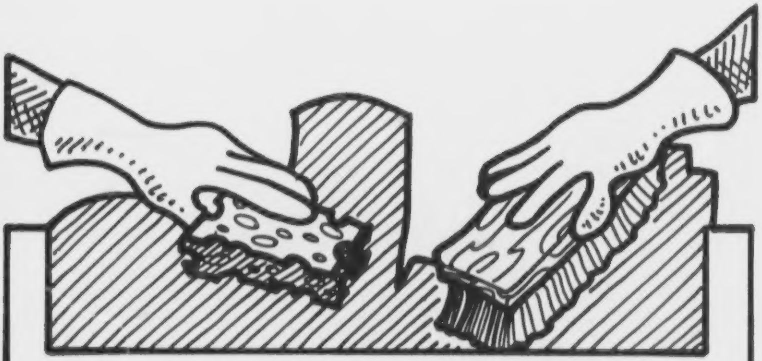
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment. An alternate method is given on pages 309-312.

1. Get the basket or utility tray used to carry all items needed for cleaning the bathroom.
2. Return all the cleaning items listed below to the basket or utility tray.
   powdered cleanser
   liquid cleanser
   spray cleaner
   sponge
   scrub brush
   paper towel
   window washer spray
   floor cleaner or detergent
   cloth
   old towel
   bucket
   rubber gloves
3. Return the basket or tray with all the cleaning products in it to its normal storage place.

Steps for Cleaning the Bathroom

Putting Away Cleaning Supplies

2



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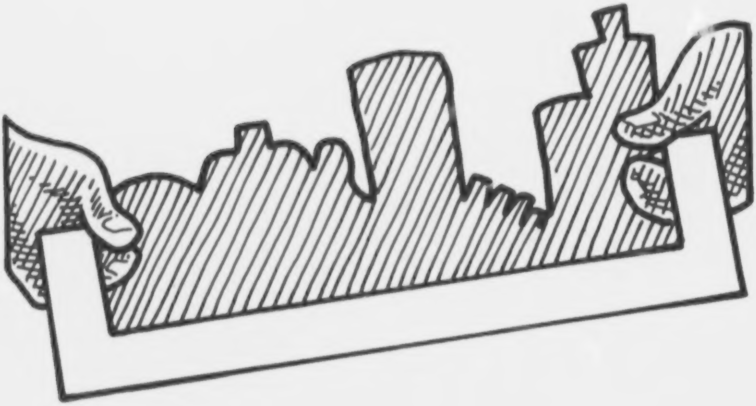

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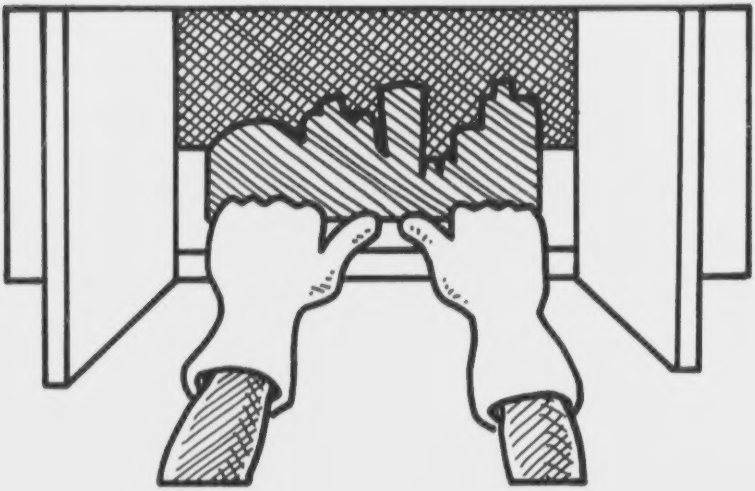


1. Get the basket or utility tray used to carry all items needed for cleaning the bathroom.

3. Return the basket or tray with all the cleaning products in it to its normal storage place.

2. Return all the items listed below to the basket or utility tray.

   powdered cleanser
   liquid cleanser
   spray cleaner
   sponge
   scrub brush
   paper towel
   window washer spray
   floor cleaner or detergent
   cloth
   old towel
   bucket
   rubber gloves

Steps for Cleaning the Bathroom

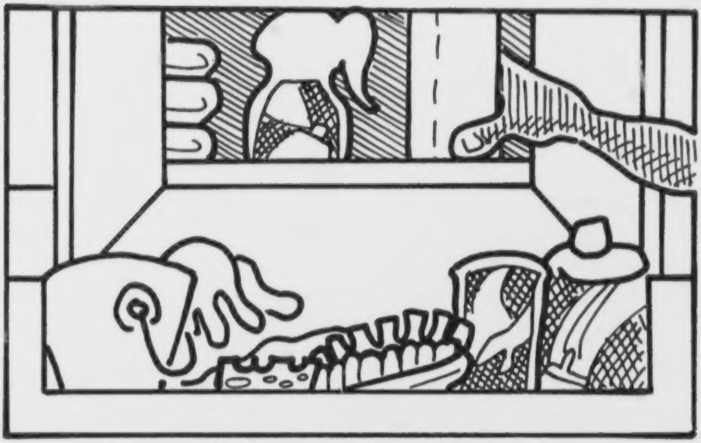
Putting Away Cleaning Supplies (Alternate Method)

1. Get the basket or utility tray used to carry all items needed for cleaning the bathroom.
2. Return all the items listed below to their usual storage places.
   powdered cleanser
   liquid cleanser
   spray cleaner
   sponge
   scrub brush
   paper towel
   window washer spray
   floor cleaner or detergent
   cloth
   old towel
   bucket
   rubber gloves
3. Return the empty basket or tray to its usual storage place.

Steps for Cleaning the Bathroom

Putting Away Cleaning Supplies (Alternate Method)

2



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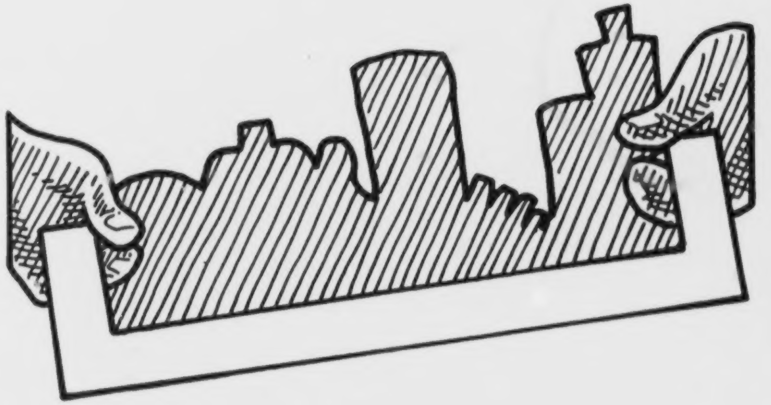

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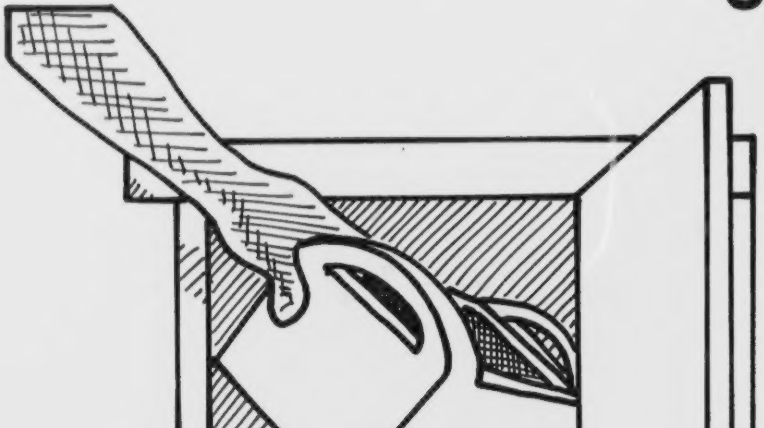


1. Get the basket or utility tray used to carry all items needed for cleaning the bathroom.

3. Return the empty basket or tray to its usual storage place.

2. Return all the items listed below to their usual storage places.

powdered cleanser
liquid cleanser
spray cleaner
sponge
scrub brush
paper towel
window washer spray
floor cleaner or detergent
cloth
old towel
bucket
rubber gloves

Object Recognition

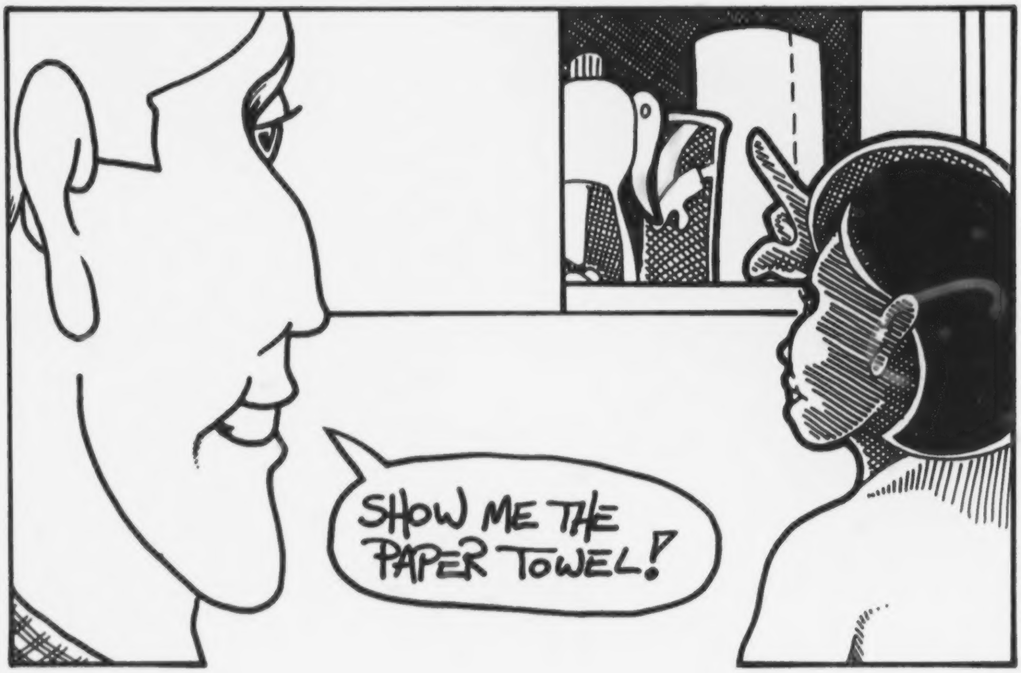
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in cleaning the bathroom when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, pages 201-202)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME THE PAPER TOWEL!

Recognition of Objects Needed for a Routine Task

GOAL: To improve receptive language skills

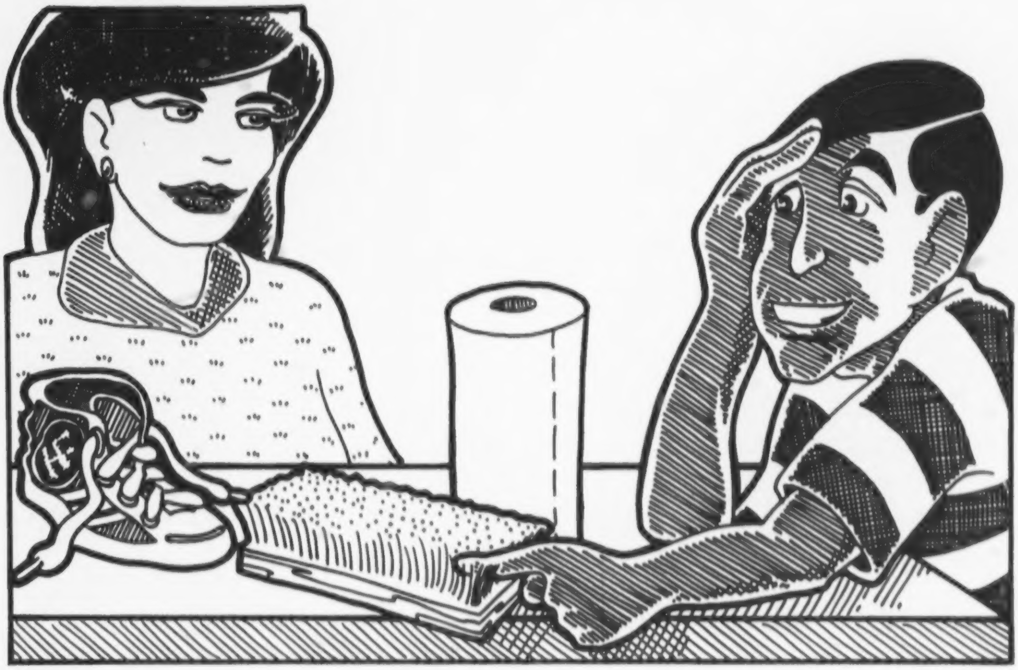
OBJECTIVE: The individual will recognize objects needed for the routine task of cleaning the bathroom.

MATERIALS: Objects used for the task (See Vocabulary List, pages 201-202)

Other objects that are unrelated to the task.

ACTIVITIES:

1. Present the individual with a choice of items, some related to cleaning the bathroom and others unrelated to the task. Direct the individual to "Find the ones we use to clean the bathroom."
2. Direct the individual to "Find the things needed to clean the bathroom." Have the individual find the items in their normal storage places.



Picture Search

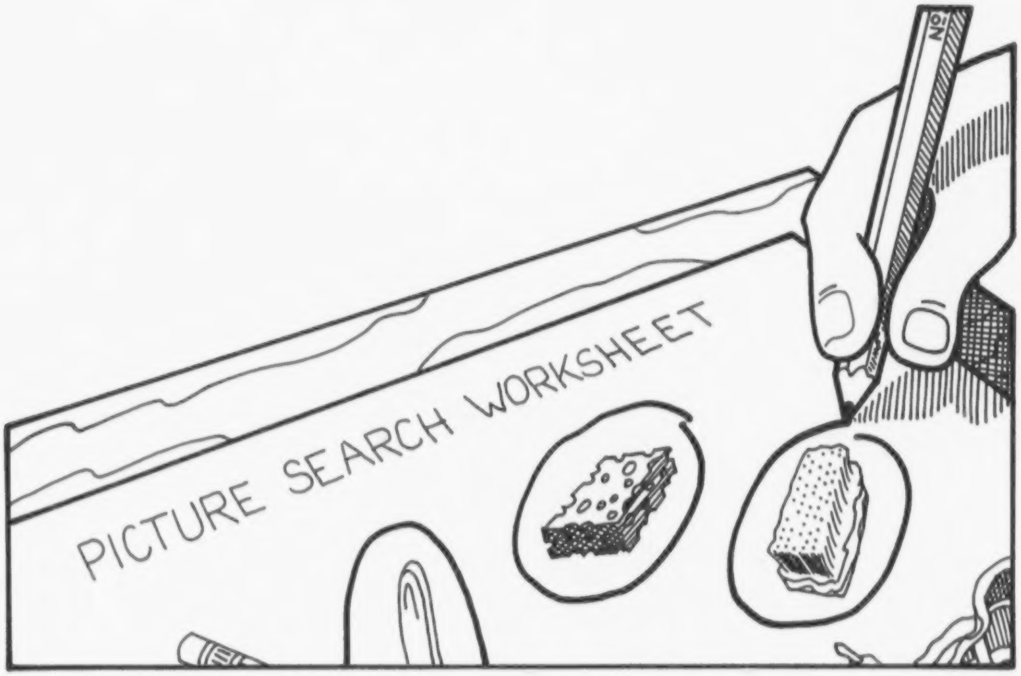
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in cleaning the bathroom, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

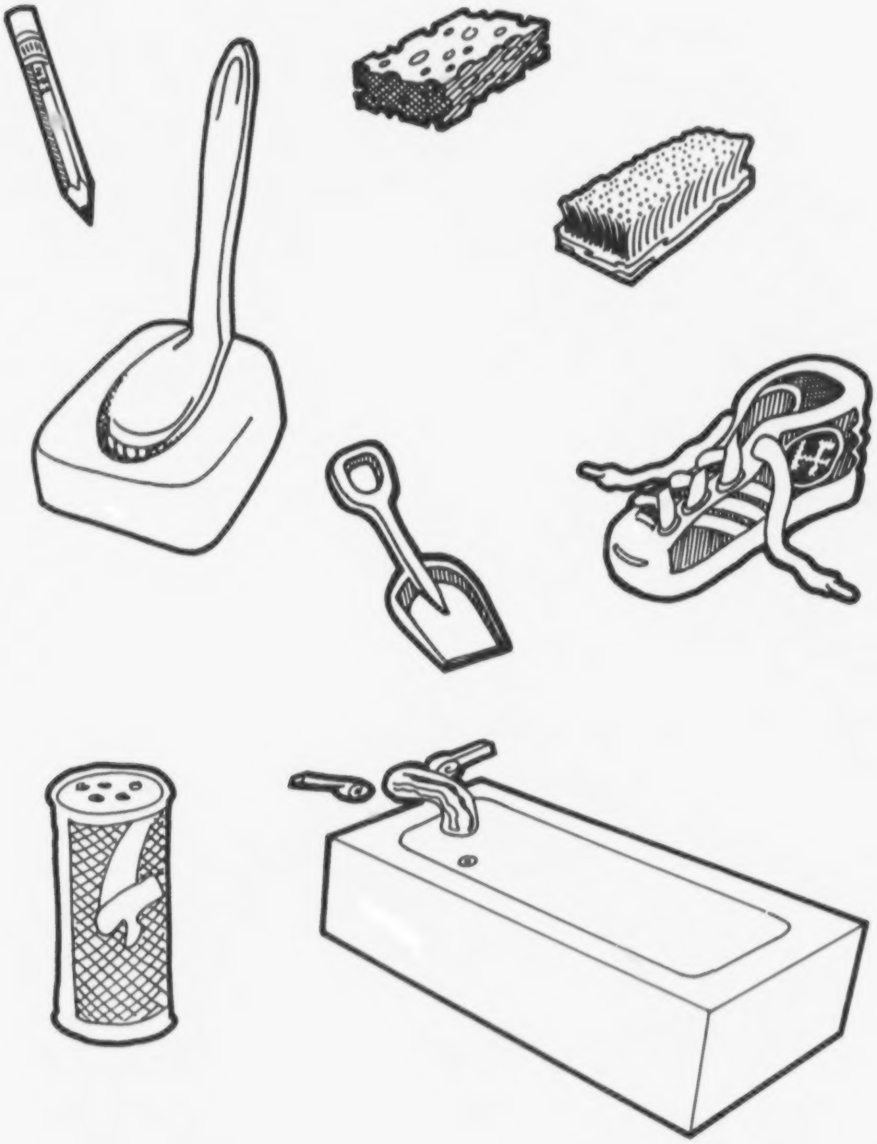
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in cleaning the bathroom. Do not use the real objects unless the individual needs help.



Cleaning the Bathroom
Picture Search Worksheet

Name ______________________________

Look at the pictures below. Find the things you use to clean the bathroom. Draw a circle around those pictures.



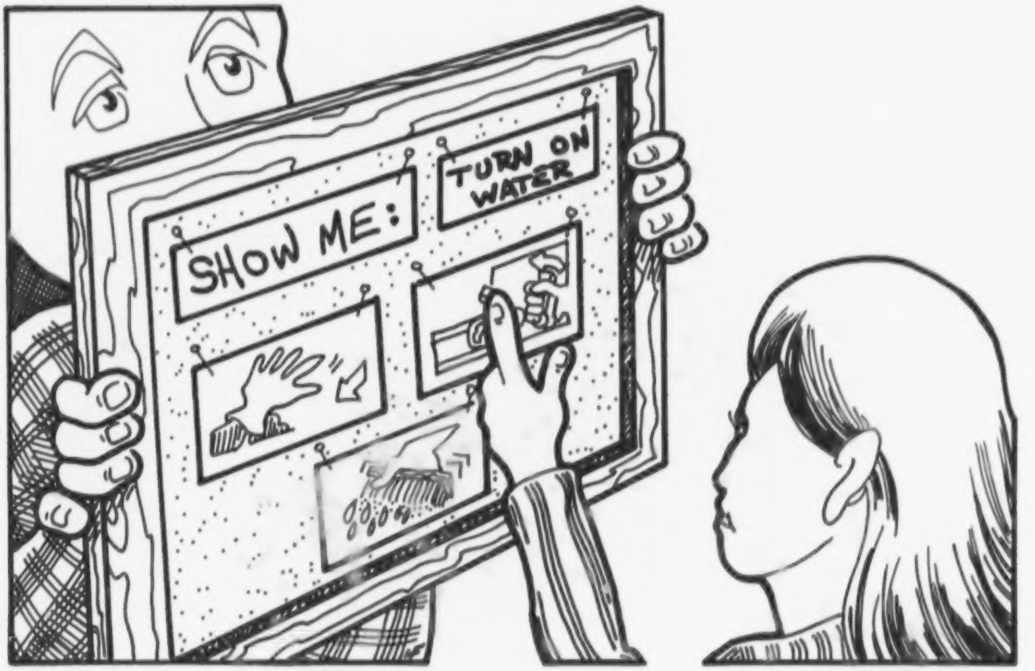
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with cleaning the bathroom, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."



Follow Single-Step Directions

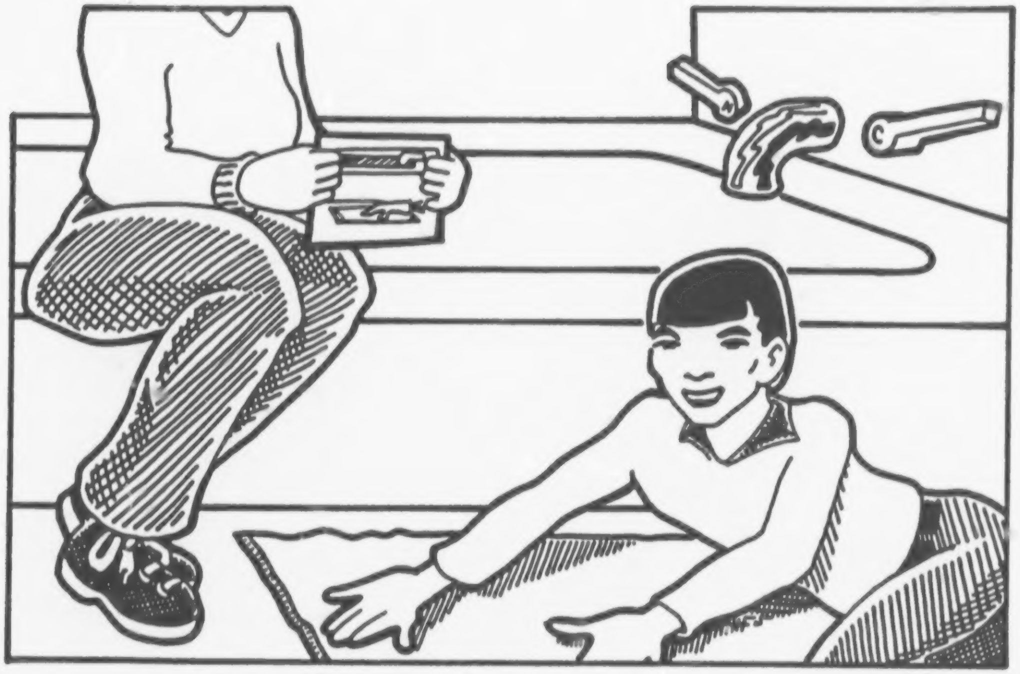
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for cleaning the bathroom when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Cleaning the Bathroom (See Contents, page vi, for page numbers).

ACTIVITIES: Refer to Steps for Cleaning the Bathroom. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

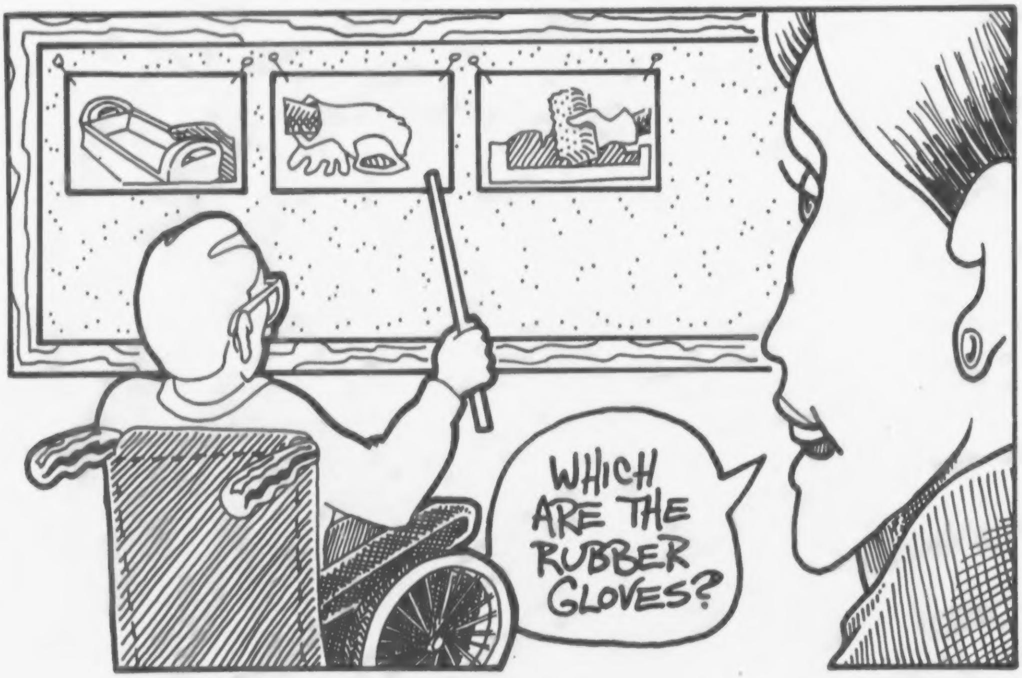
OBJECTIVE: The individual will respond to simple questions about the task of cleaning the bathroom, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Cleaning the Bathroom

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Cleaning the Bathroom lists, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHICH ARE THE RUBBER GLOVES?

Simple Questions for Cleaning the Bathroom
Level 1

1. Which one is spray cleaner?
   Which one is powdered cleanser?
   Which one is liquid cleanser?
   Which one is window washer spray?
   Which one is toilet bowl cleaner?
   Which one is floor cleaner?
   Which one is detergent?

2. Which one is a basket?
   Which one is a utility tray?

3. Which one is a scrub brush?
   Which one is a paper towel?
   Which one is a cloth?
   Which one is an old towel?
   Which one is a sponge?
   Which one is a toilet brush?
   Which one is a toilet brush holder?

4. Which one is a bathtub?
   Which one is a toilet?
   Which one is the toilet bowl?
   Which ones are the faucets?
   Which one is a soap dish?
   Which one is a sink?
   Which one is a countertop?
   Which one is a mirror?
   Which one is a wastebasket?
   Which one is the floor?
   Which ones are scatter rugs?

5. Which ones are rubber gloves?
   Which one is a bucket?
   Which one is a laundry tub?

6. What is the person getting?
   What is the person using?

7. What is the person doing?

8. What is the person cleaning?

9. What is the person using to scrub the bathtub?
What is the person using to clean the toilet?
What is the person using to wash the mirror?
What is the person using to wash the sink and countertop?
What is the person using to empty the trash?
What is the person using to wash the floor?

10. Who is cleaning the bathroom?

Level 2

11. What can you put on your hands to protect them when cleaning the bathroom?

12. What do you use to put all the items and cleaning products into for carrying when you clean the bathroom?

13. What do you do with the soap while you are scrubbing the soap dish?

14. What do you do with the toilet brush when you are finished cleaning the toilet bowl?

15. Where do you put the dirty paper towel when you are finished washing the mirror?

16. What do you do with the bucket of dirty water when you are finished washing the bathroom floor?

17. Where do you begin when you wash the bathroom floor?

18. When do you clean the bathroom?

19. Why do you clean the bathroom?

20. What things must you wash or scrub when you clean the bathroom?

Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of cleaning the bathroom, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.

Picture Sequencing

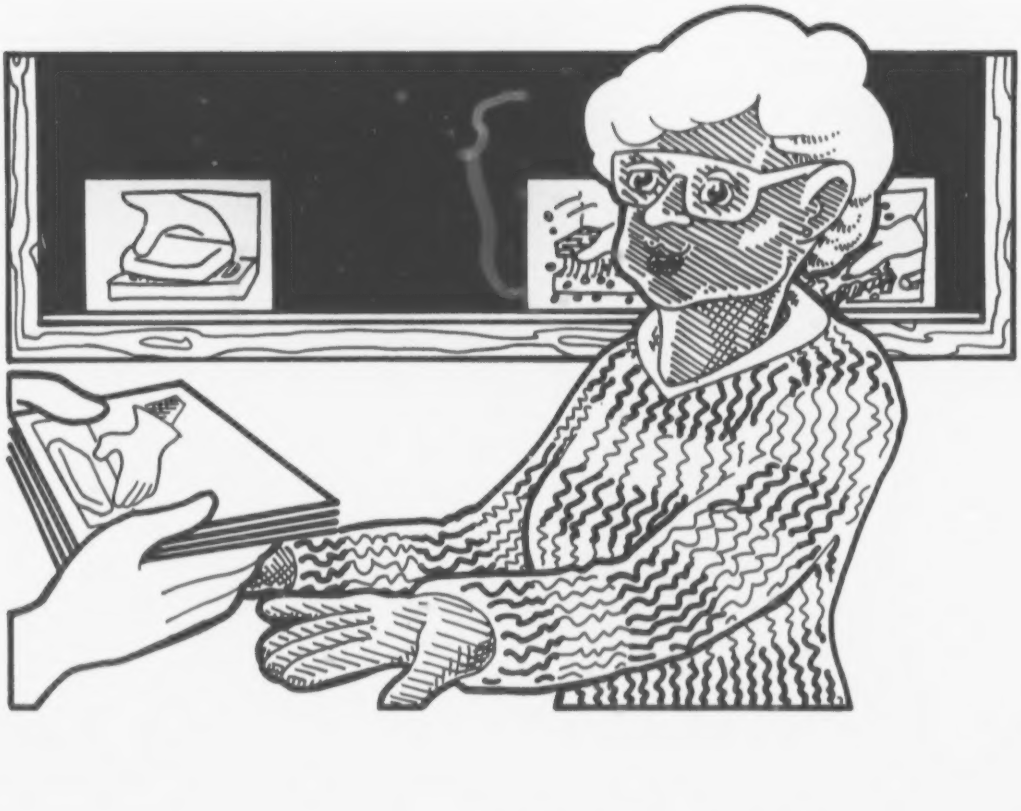
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of cleaning the bathroom, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

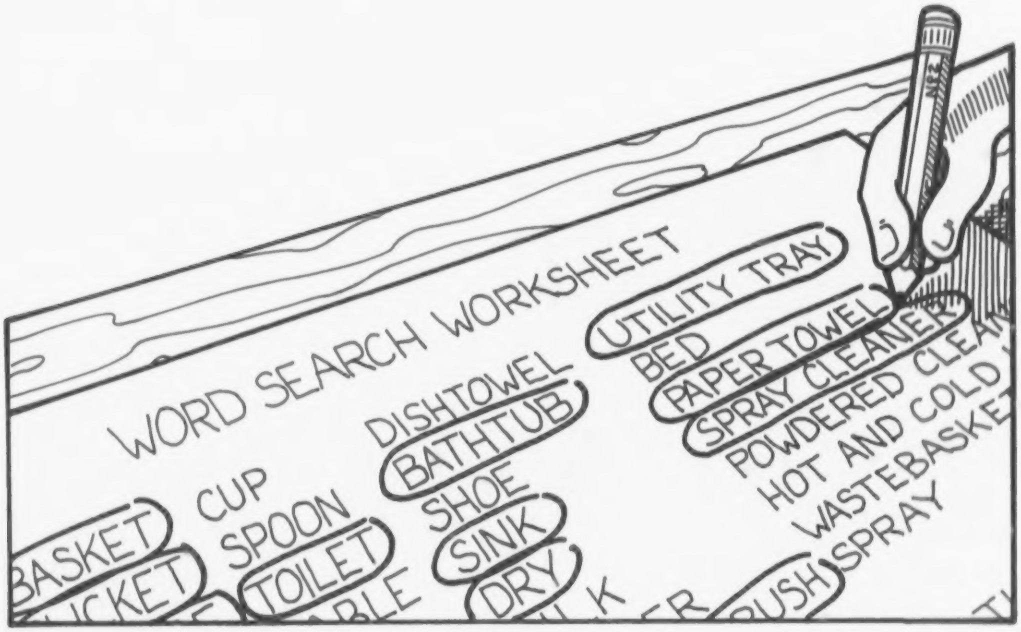
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of cleaning the bathroom, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in cleaning the bathroom.
2. Have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHEET
UTILITY TRAY
BED
PAPER TOWEL
SPRAY CLEANER
POWDERED CLEA
HOT AND COLD
WASTEBASKET
SPRAY
DISHTOWEL
BATHTUB
SHOE
SINK
DRY
CUP
SPOON
TOILET
BASKET
CKET
BLE
PUSH

Cleaning the Bathroom
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to clean the bathroom. Circle those words.

basket
cup
dish towel
utility tray
bucket
spoon
bathtub
bed
sponge
toilet
shoe

paper towel
rubber gloves
table
sink
spray cleaner
countertop
book
dry
powdered cleanser
mixer
mirror

milk
hot and cold water
can opener
pencil
eraser
wastebasket
detergent
soap dish
scrub brush
spray

2. Look at the words you have circled above. These are the things you need to clean the bathroom. Copy those words on the lines below.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Word Closure

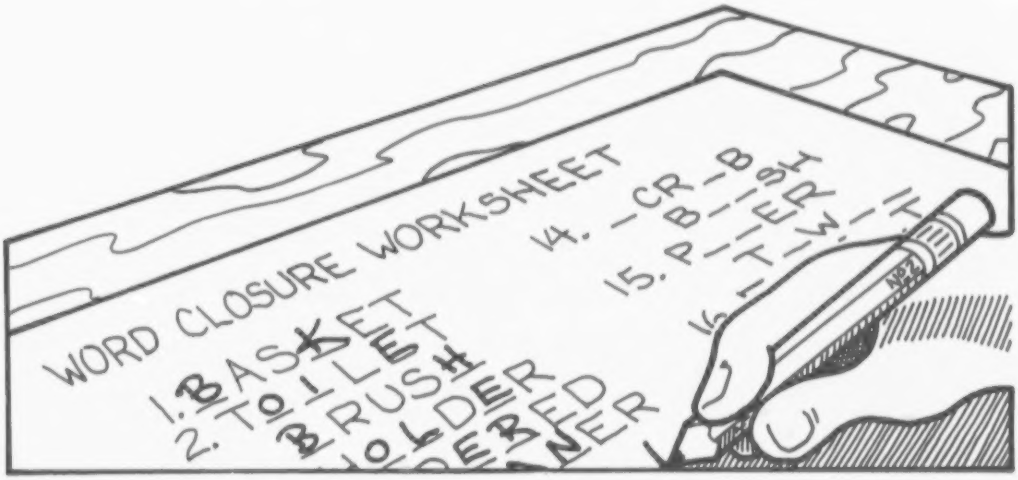
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in cleaning the bathroom, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Cleaning the Bathroom
Word Closure Worksheet 1

Name ____________________

1. BAS_ET

2. T__L_T
   RUS
   H__D_R

3. P_WD__ED
   _LEA__ER

4. U_IL_TY
   T__Y

5. M_AS__ING
   _UP

6. WIN__W
   _ASH__
   S__AY

7. W_ST__AS__T

8. TO_L__
   B_W_
   C__AN_R

9. F_OO_
   C__AN__

10. T_IL_T
    BR__H

11. R_B_ER
    _LO__S

12. TO__ET
    _OW_

13. C__N_ER_OP

14. _CR_B
    B__SH

Vocabulary List

BASKET
TOILET BRUSH HOLDER
POWDERED CLEANSER
UTILITY TRAY
MEASURING CUP
WINDOW WASHER SPRAY
WASTEBASKET

TOILET BOWL CLEANER
FLOOR CLEANER
TOILET BRUSH
RUBBER GLOVES
TOILET BOWL
COUNTERTOP
SCRUB BRUSH

Cleaning the Bathroom
Word Closure Worksheet 1 (continued)

15. P __ __ E R T __ W __ __

16. F __ U C __ T

17. __ A T __ T __ B

18. T __ __ L __ T

19. B __ __ H R __ __ M

20. __ __ I L __ T S __ A T

21. S __ __ P D __ __ H

22. B U __ __ E T

23. M __ R __ __ R

24. L __ U N __ R __ T __ __

25. __ I __ K

Vocabulary List

PAPER TOWEL
FAUCET
BATHTUB
TOILET
BATHROOM
TOILET SEAT
SOAP DISH
BUCKET
MIRROR
LAUNDRY TUB
SINK

Cleaning the Bathroom
Word Closure Worksheet 2

Name ____________________

1. B A S _ E T
2. T _ _ L _ T
   _ R U S _
   H _ _ D _ R
3. P _ W D _ _ E D
   _ L E A _ _ E R
4. U _ I L _ T Y
   T _ _ Y
5. M _ A S _ _ I N G
   _ U P
6. W I N _ _ W
   _ A S H _ _
   S _ _ A Y
7. W _ S T _ _ A S _ _ T
8. T O _ L _ _
   B _ W _
   C _ _ A N _ R
9. F _ O O _
   C _ _ A N _ _
10. T _ I L _ T
    B R _ _ H
11. R _ B _ E R
    _ L O _ _ S
12. T O _ _ E T
    _ O W _
13. C _ _ N _ E R _ O P
14. _ C R _ B
    B _ _ S H

Vocabulary List

WASTEBASKET
TOILET BRUSH
RUBBER GLOVES
COUNTERTOP
TOILET BRUSH HOLDER
TOILET BOWL
BASKET
TOILET BOWL CLEANER
UTILITY TRAY
WINDOW WASHER SPRAY
MEASURING CUP
POWDERED CLEANSER
SCRUB BRUSH
FLOOR CLEANER

Cleaning the Bathroom
Word Closure Worksheet 2 (continued)

15. P __ __ E R   T __ W __ __

16. F __ U C __ T

17. __ A T __ T __ B

18. T __ __ L __ T

19. B __ __ H R __ __ M

20. __ __ I L __ T   S __ A T

21. S __ __ P   D __ __ H

22. B U __ __ E T

23. M __ R __ __ R

24. L __ U N __ R __   T __ __

25. __ I __ K

Vocabulary List

PAPER TOWEL
SOAP DISH
BATHROOM
MIRROR
SINK
BATHTUB

TOILET
FAUCET
TOILET SEAT
LAUNDRY TUB
BUCKET

Cleaning the Bathroom
Word Closure Worksheet 3

Name ______________________________

1. B _ C _ _ T

2. S _ R _ B
   _ R U _ H

3. T O _ _ E T
   B _ U S _
   H _ _ D _ R

4. M I _ _ O R

5. T _ _ L _ T
   B _ U _ H

6. P _ P _ R
   T _ W E L

7. P O _ D _ R _ D
   C _ E A _ S E R

8. S _ _ K

9. F A U _ _ T

10. U T _ L _ T Y
    T R _ _

11. B _ S _ _ T

12. W _ N D _ W
    W _ _ H E _
    S P R _ _

13. C _ _ N _ E _ T _ P

14. _ A _ H R O _ _

15. _ O _ L _ T   _ O W L
    _ L E A N _ _

16. B A _ _ T _ B

17. T _ I L _ T   _ E A T

Cleaning the Bathroom
Word Closure Worksheet 3 (continued)

18. S O _ _   D I _ _

19. F L _ O _   C _ _ A N _ _

20. T _ I L _ _

21. W A _ T E B _ _ K _ T

22. R _ B _ E R   _ L O _ _ S

23. L A _ N D R _   T _ B

24. M E _ S _ R _ N G   _ U P

25. _ O _ _ E T   B O W _

Vocabulary List

PAPER TOWEL
MEASURING CUP
TOILET BOWL
BUCKET
TOILET BRUSH
FLOOR CLEANER
RUBBER GLOVES
SOAP DISH
LAUNDRY TUB
COUNTERTOP
WASTEBASKET
WINDOW WASHER
SPRAY
BATHROOM
TOILET SEAT
POWDERED
CLEANSER
MIRROR
UTILITY TRAY
SCRUB BRUSH
TOILET BRUSH
HOLDER
FAUCET
SINK
TOILET BOWL
CLEANER
TOILET
BASKET
BATHTUB

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

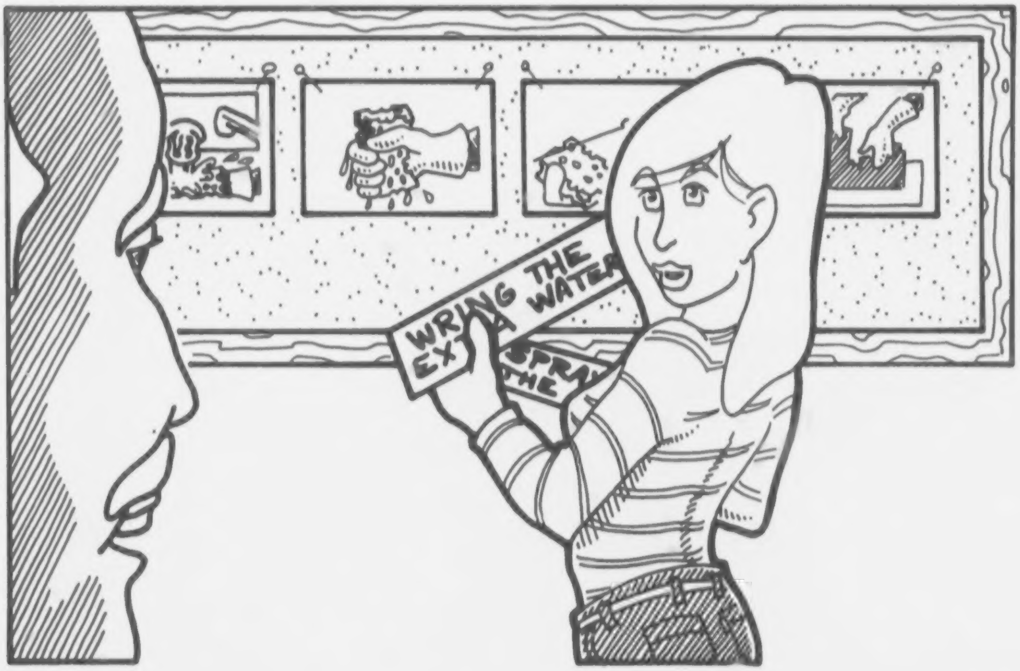
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with cleaning the bathroom, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.

CLEANING THE BATHROOM

Cleaning the Bathroom
Answer Keys
Word Search Puzzle 1

```
T O I L E T C L E A N E R . . . . . . . .
U T I L I T Y T R A Y P A P E R T O W E L
C O U N T E R T O P . . . . . . . . . . .
. . . C L E A N S E R . . . . . . . . . .
. . . T O I L E T B O W L M I R R O R . .
. . . . R U B B E R G L O V E S I N K . .
B U C K E T . . . . . . . . . . . . . . .
B O W L C L E A N E R . . . . . . . . . .
. B R U S H H O L D E R T O I L E T . . .
L A U N D R Y T U B S C R U B B R U S H .
B A T H T U B F A U C E T . . . . . . . .
T O I L E T S E A T . . S O A P D I S H .
. . . T O I L E T B R U S H . . . . . . .
. T O I L E T B R U S H H O L D E R . . .
F L O O R C L E A N E R . . . . . . . . .
M E A S U R I N G C U P . . . . . . . . .
W I N D O W W A S H E R B A S K E T . . .
. . . . W I N D O W W A S H E R S P R A Y
. . . . W A S T E B A S K E T . . . . . .
```

Word Search Puzzle 2

```
. B A T H T U B . . . . . . . . . . . . .
. O . . . . . . . F . . . . . . . . . T .
. W B R U S H H O L D E R . . . . . . O .
. L . . . W I N D O W W A S H E R . . I .
. C . . . . . . T O I L E T S E A T . L .
. L . . . . . . . R U B B E R G L O V E S
M E A S U R I N G C U P . . . . . I . T C
. A . I T . . . . L . . . . . . . L . B R
. N . N I . . . . E . . . . . . . E C R U
. E . K L T . . . A . . B U C K E T O U B
. R . . I O L A U N D R Y T U B . C U S B
S C . . T I . . . E . . F . . . . L N H R
O L . . Y L . . . R . B A S K E T E T . U
A E . . T E . . . . . . U . . . . A E . S
P A P E R T O W E L . . C . . . . N R . H
D N . . A B . . W A S T E B A S K E T . .
I S . . Y O . . . . . . T . M I R R O R .
S E . . . W . . . . . . . . . . . . P . .
H R T O I L E T . . . . . . . . . . . . .
```

Word Search Puzzle 3

```
. T . . . . . . . . T . . . . . . . . . .
B O W L C L E A N E R . . S . . . . . . .
. I I A . . . . C P A P E R T O W E L . .
. L N U . . T U . . T V . . . . . . . . .
. E D N . . A O F L O O R C L E A N E R .
. T O D . F U T I L I T Y T R A Y . . B .
. B W R . . . . G L L T . . . . . . . R .
. O W Y . . . R . M E A S U R I N G C U P
. W A T . . E . . K T T . S O A P D I S H
. L S U . B . . S . C O B C . . . . . H .
. . H B B . . A . . L I . R . . . . . H .
B . E U . . B . . . E L . U U . . T . O .
U . R . K E . . . . A E . B . S . O . L .
C O U N T E R T O P N T . B A . H I . D .
K . I S . . . . . . E S . R . T . L . E .
E S A . . M I R R O R E . U . . H E . R .
T W . . . . . . C L E A N S E R . T . . .
. . . . . . . . . . . T . H . . . . U . .
. . . . . . . . . . . . . . . . . . . B .
```

Cleaning the Bathroom
Word Search Puzzle 1

Name ______________________________

T O I L E T C L E A N E R A Q T M L H W G
U T I L I T Y T R A Y P A P E R T O W E L
C O U N T E R T O P U I D J R L S T Y Y L
V N T C L E A N S E R R T C E F J Y Z E V
Q L F T O I L E T B O W L M I R R O R V R
I B D E R U B B E R G L O V E S I N K G U
B U C K E T R L H N S C U U I A E G F F J
B O W L C L E A N E R U Z H J T G S C C T
E B R U S H H O L D E R T O I L E T H Z G
L A U N D R Y T U B S C R U B B R U S H J
B A T H T U B F A U C E T J E G C M P P D
T O I L E T S E A T R F S O A P D I S H X
Y E W T O I L E T B R U S H X T L S X U W
E T O I L E T B R U S H H O L D E R B Q R
F L O O R C L E A N E R P G C M V H U L V
M E A S U R I N G C U P Y P R Y X R R Z A
W I N D O W W A S H E R B A S K E T L G K
N D T K W I N D O W W A S H E R S P R A Y
Y L T T W A S T E B A S K E T R F H E W M

Can you find these words?

TOILET CLEANER
WINDOW WASHER SPRAY
WASTEBASKET
TOILET BRUSH HOLDER
PAPER TOWEL
TOILET BOWL
BATHTUB

TOILET
SINK
RUBBER GLOVES
MEASURING CUP
BOWL CLEANER
LAUNDRY TUB
SCRUB BRUSH
SOAP DISH
MIRROR

FAUCET
FLOOR CLEANER
TOILET BRUSH
UTILITY TRAY
TOILET SEAT
COUNTERTOP
CLEANSER
BUCKET
BASKET

Cleaning the Bathroom
Word Search Puzzle 2

Name ______________________________

R B A T H T U B D V F C U P D T I F Z I X
B O T A I D L S G F V Y V E R U P L G T E
U W B R U S H H O L D E R U R Z C M D O K
S L I F X W I N D O W W A S H E R H Q I A
J C Y Q J N J V T O I L E T S E A T V L Q
M L F P V I A A V R U B B E R G L O V E S
M E A S U R I N G C U P F A V I Z I V T C
Z A Y I T W V L C L Y V W A P Q V L Z B R
U N H N I P B R M E N P D C T X X E C R U
S E Z K L T M Y Y A W I B U C K E T O U B
R R A R I O L A U N D R Y T U B I C U S B
S C J E T I W X D E R Q F E U M E L N H R
O L L I Y L X E P R H B A S K E T E T W U
A E M B T E V V S I E P U L D Y J A E G S
P A P E R T O W E L Y V C A Q S Z N R M H
D N W Q A B A L W A S T E B A S K E T M Q
I S Y S Y O F B S Q R K T V M I R R O R H
S E A D F W G S C Y J X G I N X B J P Z J
H R T O I L E T F R Q T E L C Y V T A S Y

Can you find these words?

TOILET CLEANER
WINDOW WASHER
WASTEBASKET
BRUSH HOLDER
PAPER TOWEL
TOILET BOWL
BATHTUB
TOILET
SINK

RUBBER GLOVES
MEASURING CUP
BOWL CLEANER
LAUNDRY TUB
SCRUB BRUSH
SOAP DISH
MIRROR
FAUCET

FLOOR CLEANER
TOILET BRUSH
UTILITY TRAY
TOILET SEAT
COUNTERTOP
CLEANSER
BUCKET
BASKET

Cleaning the Bathroom
Word Search Puzzle 3

Name ____

Q T V V J Y M T V C T V C T P V K L K G Q
B O W L C L E A N E R C D S K F P F N G X
A I I A P F W A C P A P E R T O W E L N D
F L N U G M T U F U T V R S B C U B X C A
F E D N C K A O F L O O R C L E A N E R V
I T O D X F U T I L I T Y T R A Y V H B N
E B W R E Q P N G L L T P Z L Z J X W R N
Z O W Y L P Y R X M E A S U R I N G C U P
B W A T N C E C O K T T U S O A P D I S H
Q L S U Z B I K S P C O B C R V V J Y H T
V C H B B T P A K L L I Q R J C C X M H F
B B E U D S B F P F E L X U U N X T F O A
U I R K K E Z H H S A E D B P S M O M L P
C O U N T E R T O P N T A B A B H I K D Y
K Y I S I N E D Y Y E S V R J T J L O E R
E S A P A M I R R O R E N U M T H E Q R N
T W B P P Z L Z C L E A N S E R V T P Y N
X P P K I E P Q I Y U T S H K Z A N U S C
O D R G U Y V O W X E F A Q K Z L Z N B K

Can you find these words?

TOILET CLEANER
WINDOW WASHER
WASTEBASKET
BRUSH HOLDER
PAPER TOWEL
TOILET BOWL
BATHTUB
TOILET
SINK

RUBBER GLOVES
MEASURING CUP
BOWL CLEANER
LAUNDRY TUB
SCRUB BRUSH
SOAP DISH
MIRROR
FAUCET

FLOOR CLEANER
TOILET BRUSH
UTILITY TRAY
TOILET SEAT
COUNTERTOP
CLEANSER
BUCKET
BASKET

Crossword Puzzles

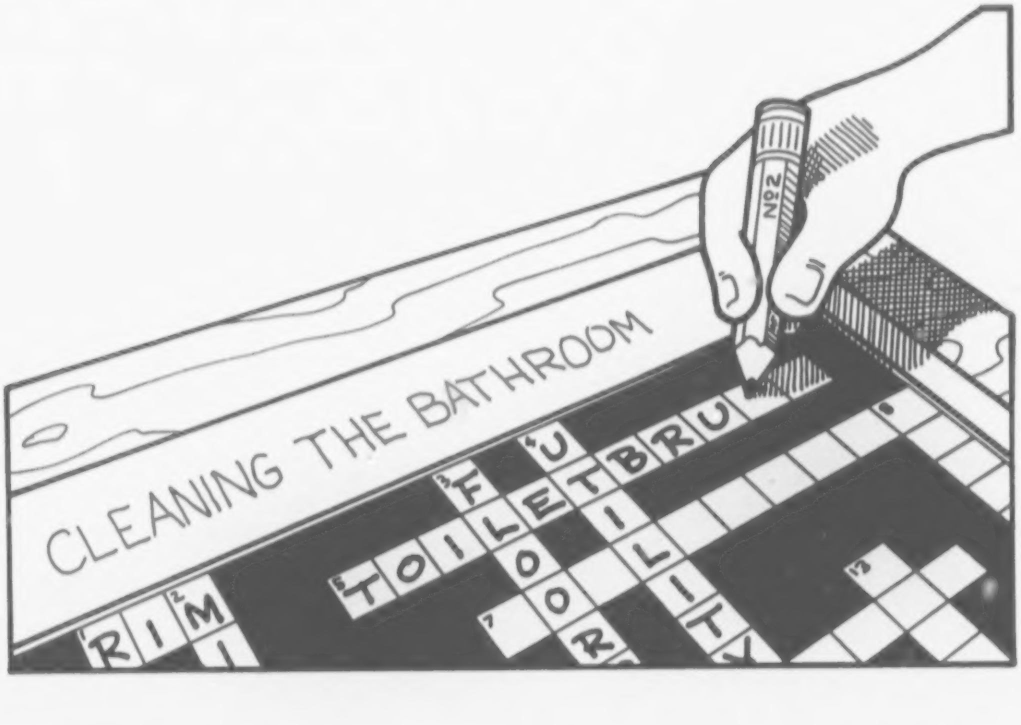
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in cleaning the bathroom.

MATERIALS: Crossword Puzzle 1, 2, or 3

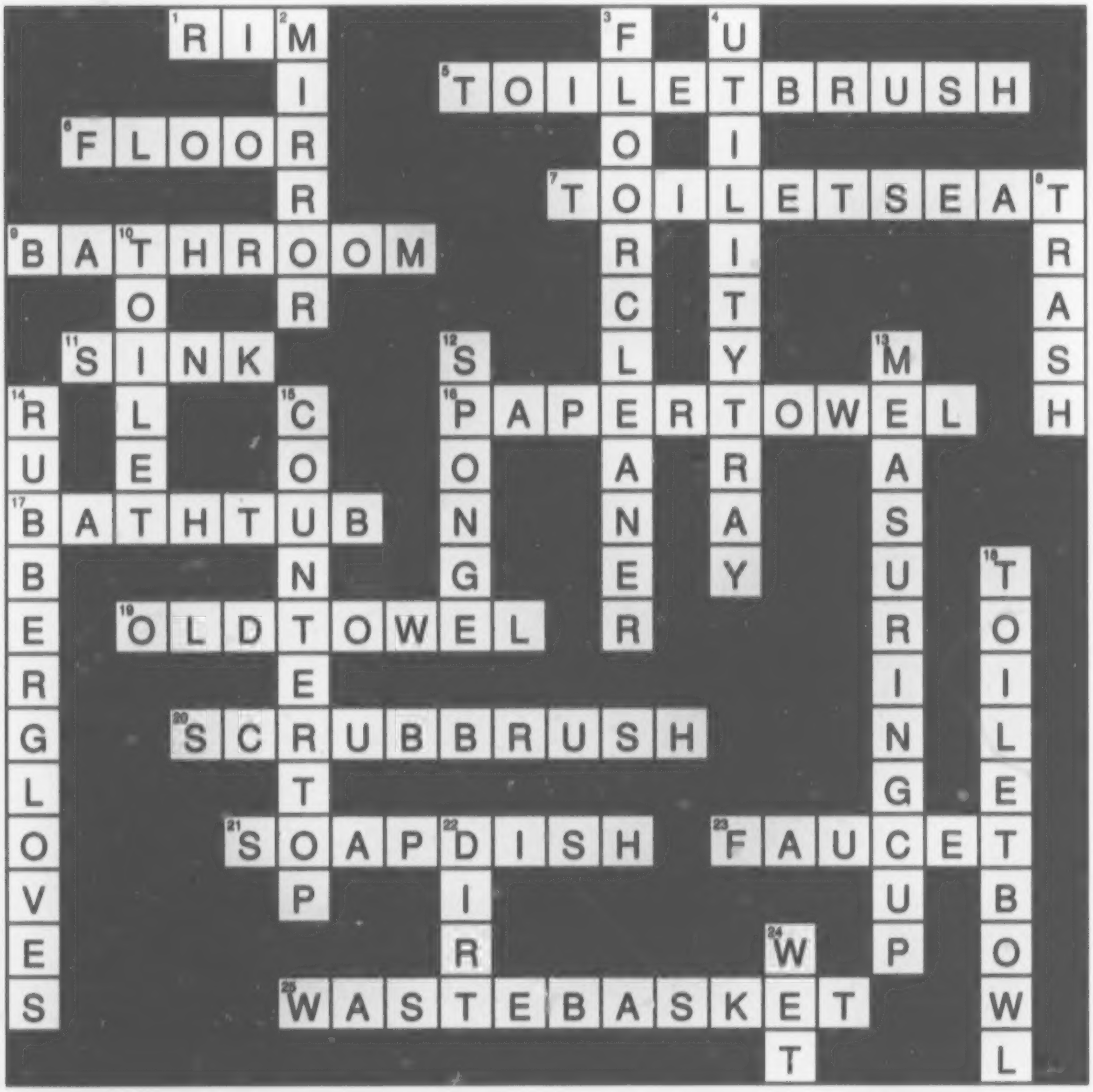
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



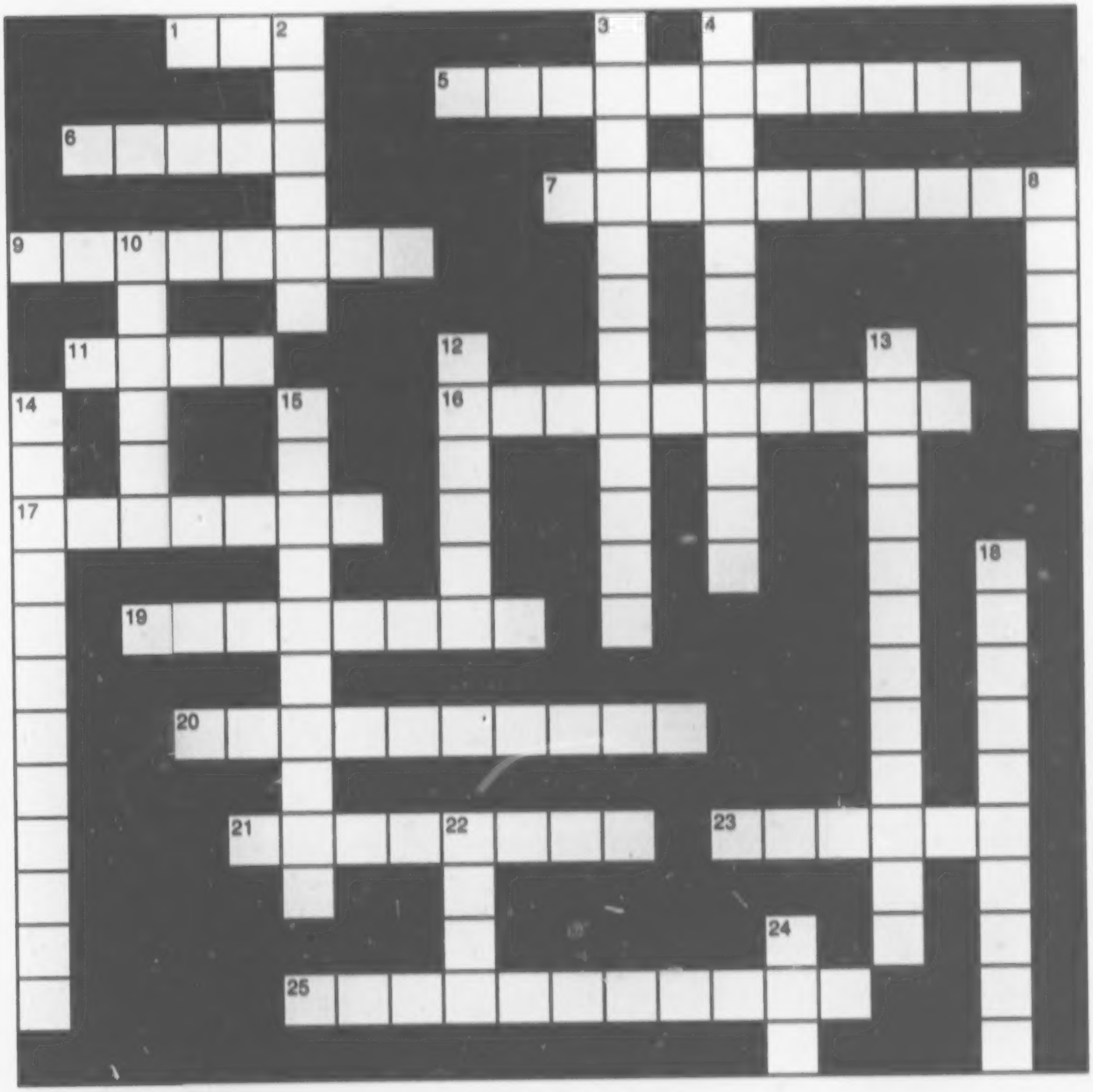
Cleaning the Bathroom
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 RIM
2 MIRROR
3 FLOORCLEANER
4 UTILITYTRAY
5 TOILETBRUSH
6 FLOOR
7 TOILETSEAT
8 TRASH
9 BATHROOM
10 TOILET
11 SINK
12 SPONGE
13 MEASURINGCUP
14 RUBBERGLOVES
15 COUNTERTOP
16 PAPERTOWEL
17 BATHTUB
18 TOILETBOWL
19 OLDTOWEL
20 SCRUBBRUSH
21 SOAPDISH
22 DIRT
23 FAUCET
24 WET
25 WASTEBASKET

Cleaning the Bathroom
Crossword Puzzles 1, 2, and 3

Name ______________________________


1
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25

Cleaning the Bathroom
Crossword Puzzle 1

Name ______________________________

Across Clues

1. RIM
5. TOILETBRUSH (2 words)
6. FLOOR
7. TOILETSEAT (2 words)
9. BATHROOM
11. SINK
16. PAPERTOWEL (2 words)
17. BATHTUB
19. OLDTOWEL (2 words)
20. SCRUBBRUSH (2 words)
21. SOAPDISH (2 words)
23. FAUCET
25. WASTEBASKET

Down Clues

2. MIRROR
3. FLOORCLEANER (2 words)
4. UTILITYTRAY (2 words)
8. TRASH
10. TOILET
12. SPONGE
13. MEASURINGCUP (2 words)
14. RUBBERGLOVES (2 words)
15. COUNTERTOP
18. TOILETBOWL (2 words)
22. DIRT
24. WET

Word List

BATHROOM
BATHTUB
COUNTERTOP
DIRT
FAUCET
FLOOR
MEASURING CUP
MIRROR
OLD TOWEL
PAPER TOWEL
RUBBER GLOVES
SCRUB BRUSH
SINK
SOAP DISH
SPONGE
TOILET
TOILET BOWL
TOILET BRUSH
TOILET SEAT
TRASH
UTILITY TRAY
WASTEBASKET
WET
RIM
FLOOR CLEANER

Cleaning the Bathroom
Crossword Puzzle 2

Name ____________________

Across Clues

1. RIM—outer edge of a toilet
5. TOILET BRUSH—used to scrub inside a toilet
6. FLOOR—place to walk on
7. TOILET SEAT—part of the toilet to sit on
9. BATHROOM—place where a toilet is found
11. SINK—used to wash your face and hands in
16. PAPER TOWEL—used to dry a wet surface
17. BATHTUB—a place to wash your body in
19. OLD TOWEL—opposite of new towel
20. SCRUB BRUSH—used to scrub the bathtub
21. SOAP DISH—something soap is stored on
23. FAUCET—water comes through a __________
25. WASTEBASKET—another word for trash can

Down Clues

2. MIRROR—glass in which you can see yourself
3. FLOOR CLEANER—detergent used to clean floors
4. UTILITY TRAY—container used for carrying cleaning materials
8. TRASH—rubbish
10. TOILET—has a bowl and seat
12. SPONGE—something used to wipe and clean with
13. MEASURING CUP—used to pour a certain amount into
14. RUBBER GLOVES—used to cover hands
15. COUNTERTOP—top of storage area
18. TOILET BOWL—inside of a toilet
22. DIRT—grime
24. WET—opposite of dry

Word List

BATHROOM
BATHTUB
COUNTERTOP
DIRT
FAUCET
FLOOR
MEASURING CUP
MIRROR
OLD TOWEL
PAPER TOWEL
RUBBER GLOVES
SCRUB BRUSH
SINK
SOAP DISH
SPONGE
TOILET
TOILET BOWL
TOILET BRUSH
TOILET SEAT
TRASH
UTILITY TRAY
WASTEBASKET
WET
RIM
FLOOR CLEANER

Cleaning the Bathroom
Crossword Puzzle 3

Name ______________________________

Across Clues

1. outer edge of a toilet
5. used to scrub inside a toilet (2 words)
6. place to walk on
7. part of the toilet to sit on (2 words)
9. place where a toilet is found
11. used to wash your face and hands in
16. used to dry a wet surface (2 words)
17. a place to wash your body in
19. opposite of new towel (2 words)
20. used to scrub the bathtub (2 words)
21. something soap is stored on (2 words)
23. water comes through a __________
25. another word for trash can

Down Clues

2. glass in which you can see yourself
3. detergent used to clean floors (2 words)
4. container used for carrying cleaning materials (2 words)
8. rubbish
10. has a bowl and seat
12. something used to wipe and clean with
13. used to pour a certain amount into (2 words)
14. used to cover hands (2 words)
15. top of storage area
18. inside of a toilet (2 words)
22. opposite of grime
24. opposite of dry

Word List

BATHROOM
BATHTUB
COUNTERTOP
DIRT
FAUCET
FLOOR
MEASURING CUP
MIRROR
OLD TOWEL
PAPER TOWEL
RUBBER GLOVES
SCRUB BRUSH
SINK
SOAP DISH
SPONGE
TOILET
TOILET BOWL
TOILET BRUSH
TOILET SEAT
TRASH
UTILITY TRAY
WASTEBASKET
WET
RIM
FLOOR CLEANER

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

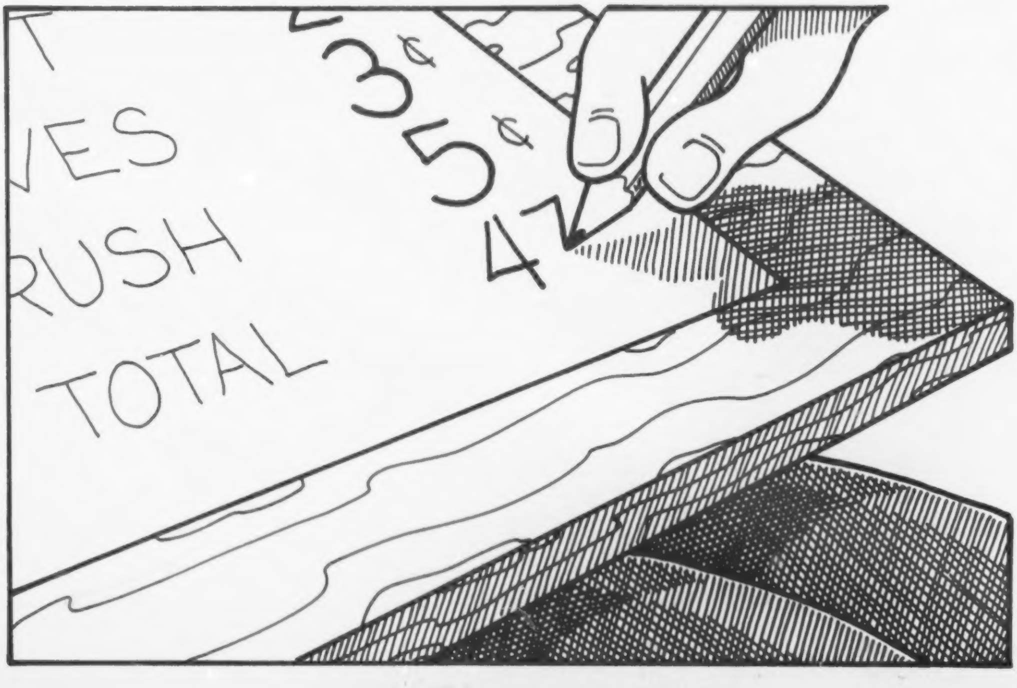
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 375-382)

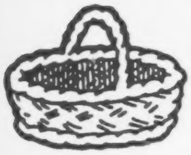
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

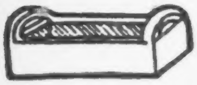


Cleaning the Bathroom Shopping List Worksheet

Name ______________________________



Basket ______ ¢



Utility Tray ______ ¢

Cleanser ______ ¢

Scrub Brush ______ ¢

Paper Towels ______ ¢

Window Washer Spray ______ ¢

Toilet Bowl Cleaner ______ ¢

Spray Cleaner ______ ¢

Floor Cleaner ______ ¢

Bucket ______ ¢

Rubber Gloves ______ ¢

Toilet Brush ______ ¢

Total ______ ¢

Label Objects or Pictures

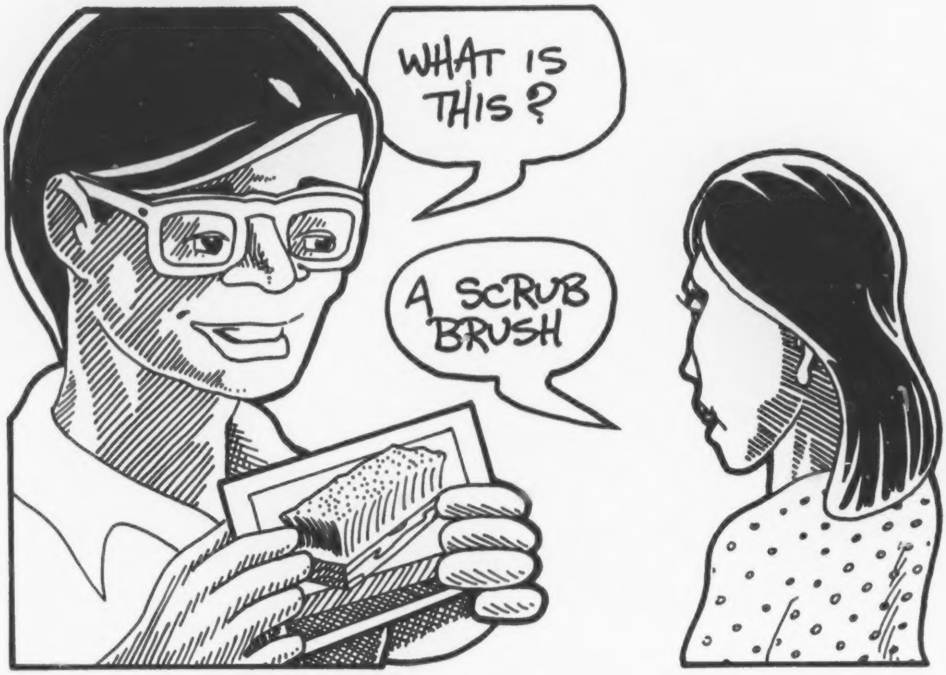
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in cleaning the bathroom.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Cleaning the Bathroom, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in cleaning the bathroom. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in cleaning the bathroom. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



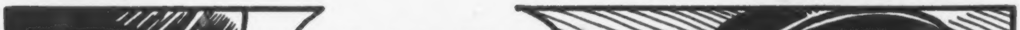
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of cleaning the bathroom.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Cleaning the Bathroom, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to clean the bathroom. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.



I NEED THE WINDOW WASHER SPRAY!

Label or Request Actions

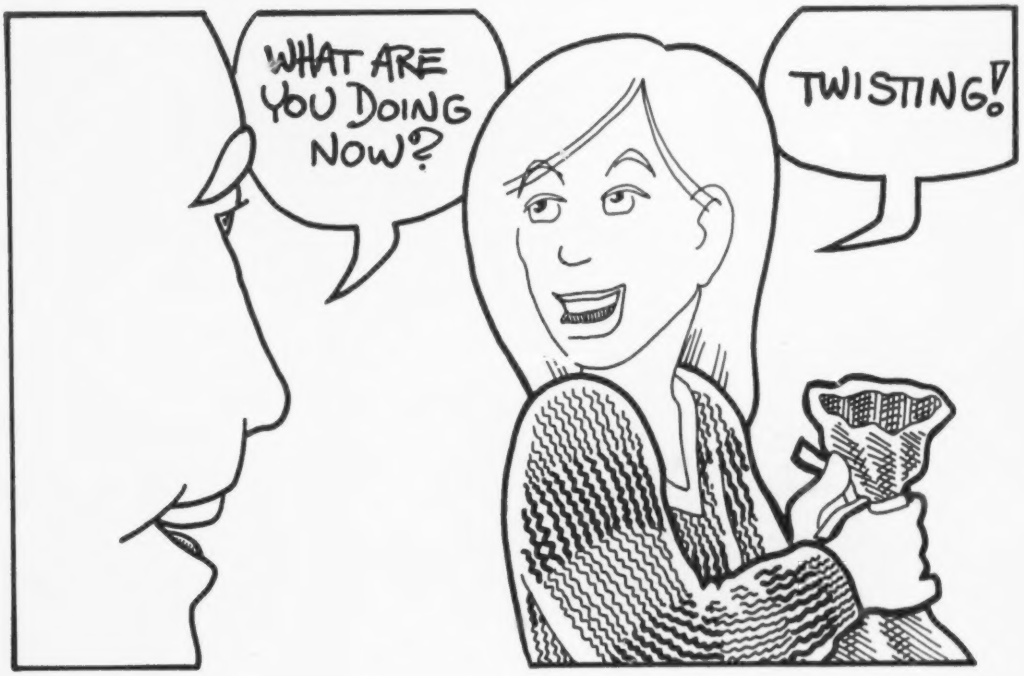
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with cleaning the bathroom, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?
TWISTING!

Express Action Steps, Using a Word, Phrase, or Sentence

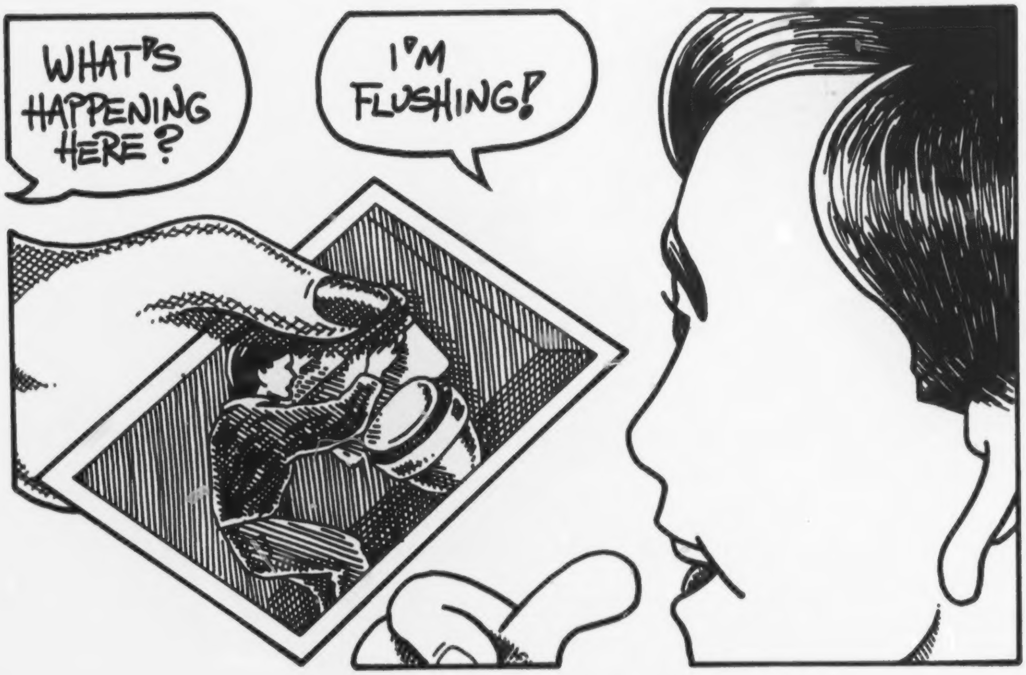
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HAPPENING HERE?
I'M FLUSHING!

Answer Simple Questions

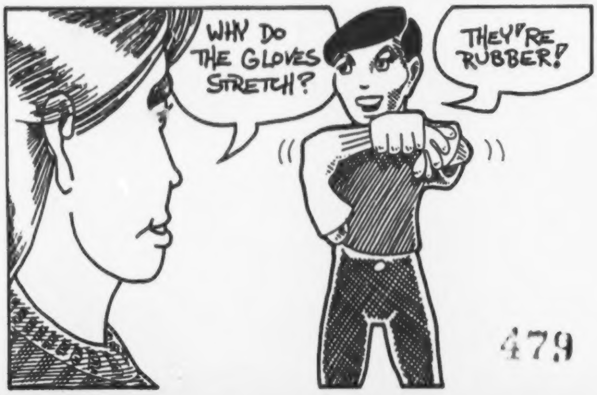
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of cleaning the bathroom.

MATERIALS: Simple Questions for Cleaning the Bathroom (pages 320-321)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Cleaning the Bathroom list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Cleaning the Bathroom list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHY DO THE GLOVES STRETCH?
THEY'RE RUBBER!

Cleaning the Bathroom
Multiple Choice Questions

Name ______________________________

1. What kind of cleaners do you use to clean the bathroom?
   a. Cleanser, toothpaste, laundry detergent
   b. Cleanser, toilet bowl cleaner, spray cleaner
   c. Laundry soap, bath soap, face soap

2. What can you use to clean the toilet?
   a. Toilet bowl brush
   b. Toothbrush
   c. Window washer spray

3. What do you do with the seat when cleaning the toilet bowl?
   a. Sit on it
   b. Take it off
   c. Raise it

4. What do you wash the bathroom mirror with?
   a. Mouthwash
   b. Soap and water
   c. Window washer spray

5. Where do you keep bathroom cleaning items and products so you can move them easily?
   a. In the sink
   b. In the bathtub
   c. In a basket or utility tray

6. What do you use to protect your hands from bathroom cleaners?
   a. Rubber gloves
   b. Mittens
   c. Hand lotion

7. Why do you scrub or wash the bathtub, sink, and countertop?
   a. Because they are shiny
   b. Because they are clean
   c. Because they are dirty

8. Why do you empty the wastebasket in the bathroom?
   a. Because it's full
   b. Because it's clean
   c. Because it's empty

9. Where do you dump the dirty water when you have finished washing the bathroom floor?
   a. In the washing machine
   b. In the sink or laundry tub
   c. In the dumpster

10. When do you rinse all surfaces of the bathtub?
    a. Before bed
    b. When you have finished scrubbing them
    c. After shaving

Cleaning the Bathroom
Yes/No Questions

Name ______________________________

1. Do you use cleanser to clean the bathroom mirror?
   YES NO
2. Do you put the toilet brush in its holder when you are finished cleaning the toilet bowl?
   YES NO
3. Do you use a paper towel to scrub the bathtub?
   YES NO
4. Do you use a basket or utility tray to hold and carry cleaning items and products?
   YES NO
5. Do you use rubber gloves to protect your hands when cleaning the bathroom?
   YES NO
6. Do you use a scrub brush to clean the toilet bowl?
   YES NO
7. Do you wash the sink and countertop when they are dirty?
   YES NO
8. Do you clean the bathroom when it's bedtime?
   YES NO
9. Do you wash the bathroom floor using a vacuum?
   YES NO
10. Do you empty the wastebasket when you are cleaning the bathroom?
    YES NO

Request Objects, Using a Sentence

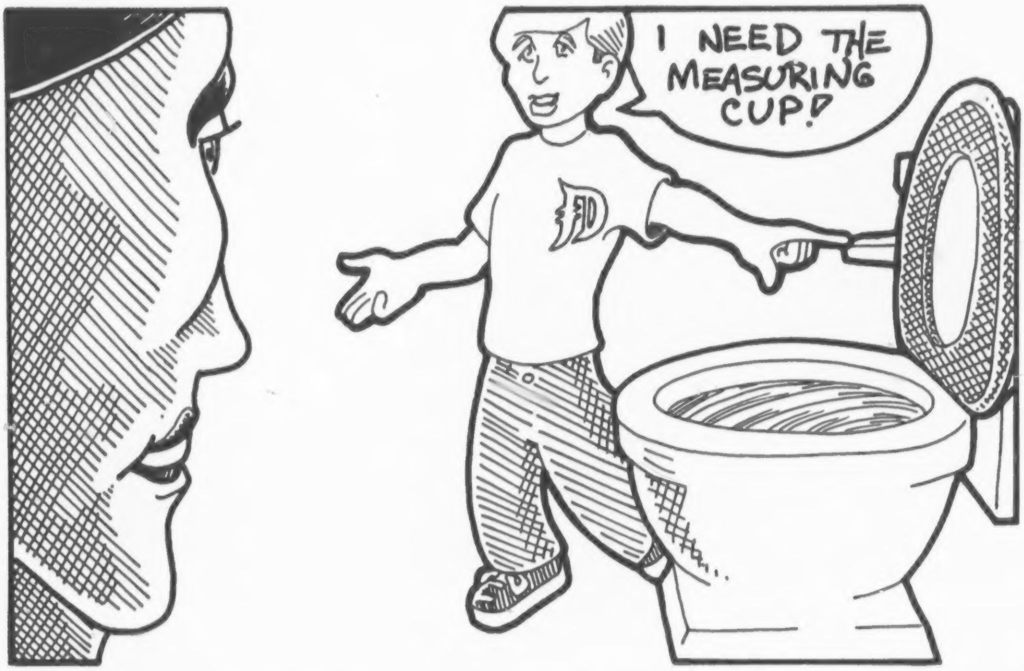
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for cleaning the bathroom, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, pages 201-202)
Shopping List Worksheet (page 347)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I NEED THE MEASURING CUP!

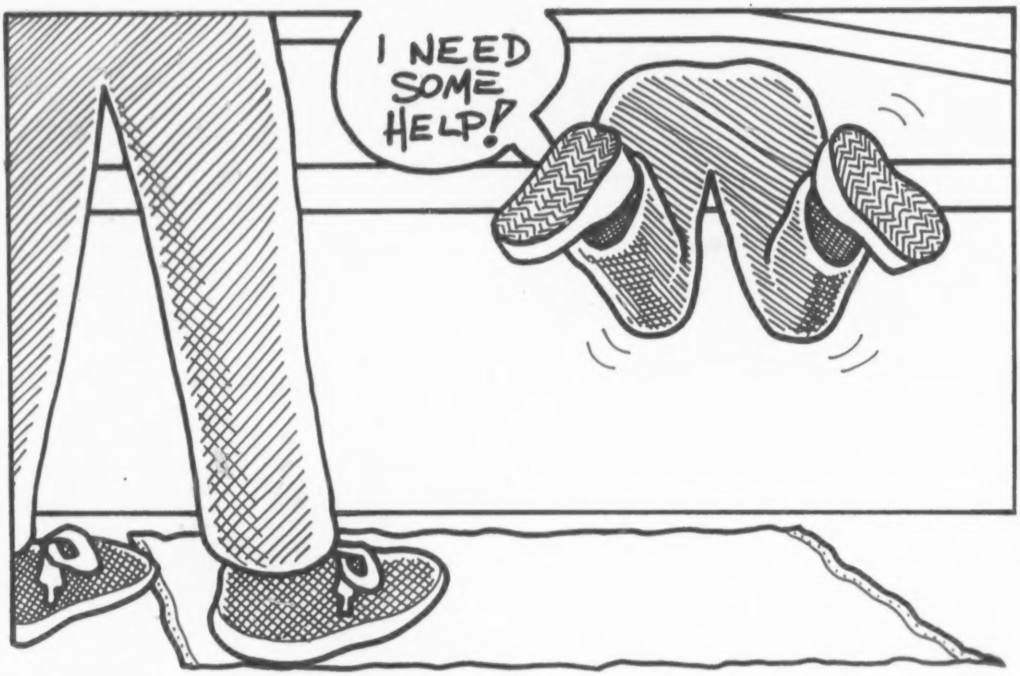
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while cleaning the bathroom. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.


I NEED SOME HELP!

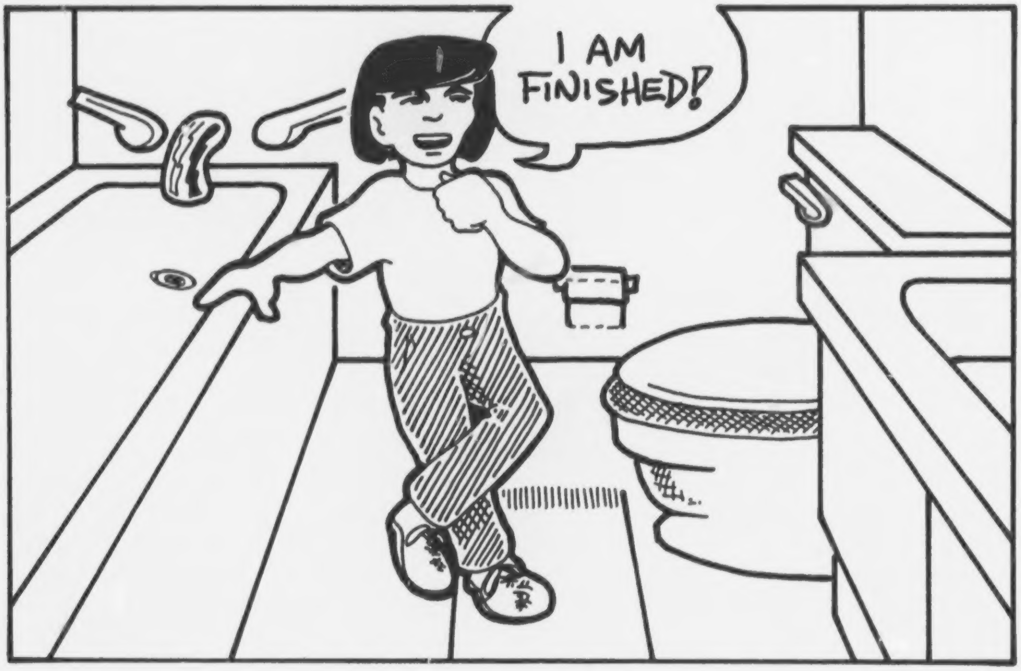
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."


I AM FINISHED!

Request Information

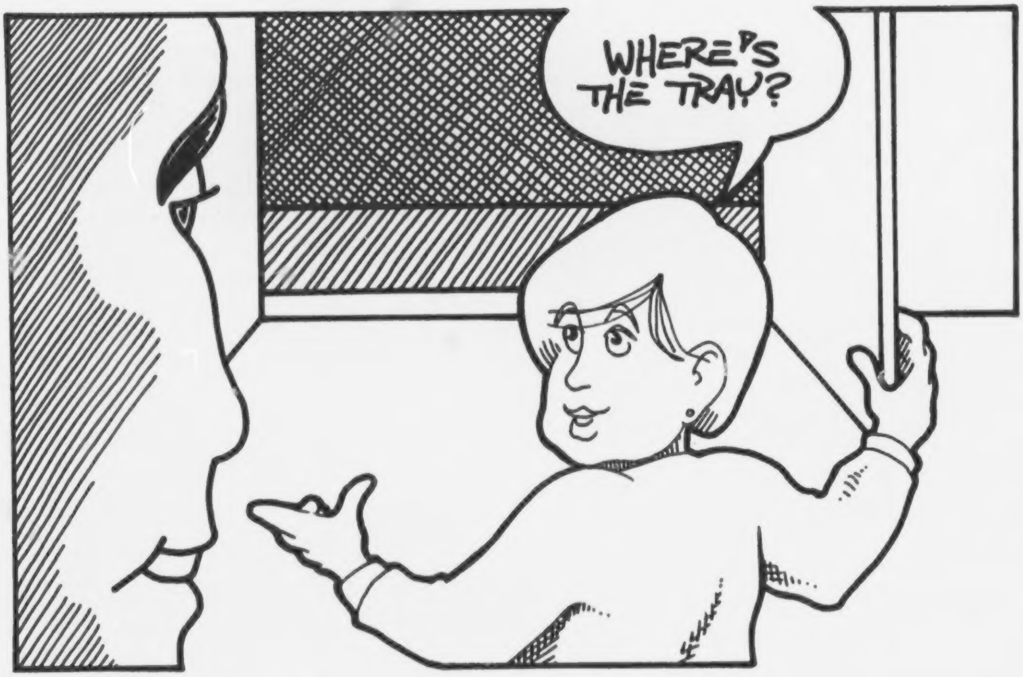
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of cleaning the bathroom.

MATERIALS: Objects used in the task (See Vocabulary List, pages 201-202)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


WHERE'S THE TRAY?

Express Varied Sentence Structures and Pragmatic Functions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures

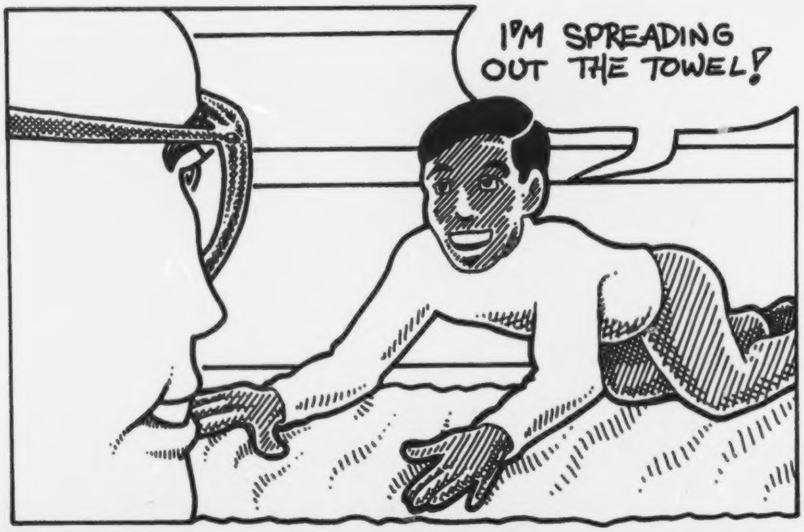
Objects used in the task (See Vocabulary List, pages 201-202)

Money

Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. Engage the individual in conversation about cleaning the bathroom. Help the individual to use a variety of sentence structures, such as "I am going to clean the bathroom" (agent + action + object) or "Dirty toilet!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of cleaning the bathroom. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


I'M SPREADING OUT THE TOWEL!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

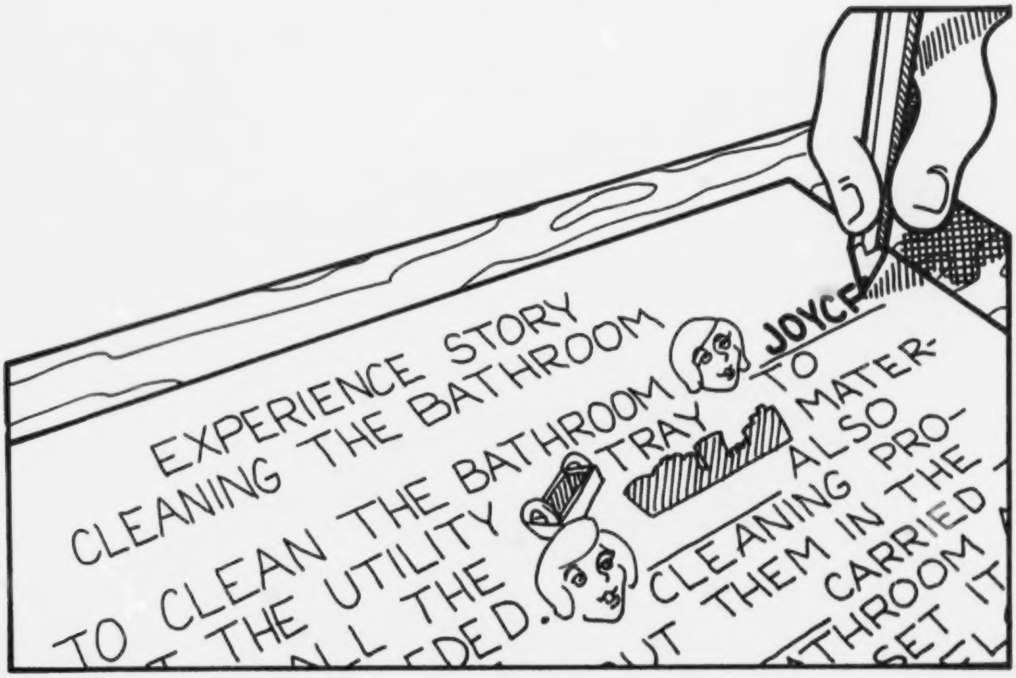
MATERIALS: Experience Story

Experience Story Faces (pages 383-386)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
CLEANING THE BATHROOM
JOYCE
TO CLEAN THE BATHROOM
TO
TRAY
MATER-
THE UTILITY
ALSO
ALL THE
CLEANING PRO-
EDED.
UT THEM IN THE
CARRIED
THROOM
SET IT

Cleaning the Bathroom
Experience Story 1

To clean the bathroom, ☐ got the utility tray to carry all the materials needed.

☐ also got all the cleaning products and put them in the tray.

Next, ☐ carried the tray to the bathroom and put it on the floor.

Before beginning the job, ☐ put on rubber gloves.

Then ☐ got an old towel out of the tray and spread it on the floor to help keep the floor dry.

☐ got the cleanser and scrub brush and scrubbed the tub until it was nice and clean.

To finish cleaning the tub, ☐ cleaned off the soap dish.

Then ☐ rinsed the tub and the sponge until the water was clear.

Before starting the next cleaning task, ☐ returned the old towel to the utility tray.

The tub looked fantastic when the job was done!

Cleaning the Bathroom
Experience Story 2

Cleaning the toilet is an important job when cleaning the bathroom.

☐ got the toilet bowl cleaner, the toilet brush, and a measuring cup.

After setting everything aside, ☐ raised the toilet seat and flushed the toilet to wet the inside of the bowl.

☐ poured the cleaner into the measuring cup and then into the toilet.

☐ left the cleaner in the toilet for about ten minutes.

While waiting, ☐ sprayed a small amount of spray cleaner on a wet sponge.

Then ☐ wiped the seat, bowl rim, and the outside of the toilet.

After waiting about 10 minutes, scrubbed the toilet bowl with the toilet bowl brush until the toilet was clean.

To complete the task, rinsed the toilet bowl brush by holding it in the toilet and flushing the toilet.

Then rinsed the sponge and returned all the items used for cleaning the toilet to their normal storage places.

When the job was finished, the toilet was sparkling clean!

Cleaning the Bathroom
Experience Story 3

To make the bathroom look shiny and clean, ☐ washed the mirror until all streaks and dirt disappeared.

☐ scrubbed the sink and washed the countertop, using an up-and-down motion until they were spotless.

☐ used cleanser, spray cleaner, and a sponge.

Then ☐ emptied the trash from the wastebasket.

☐ removed all the movable objects and scatter rugs. Then ☐ cleaned the floor.

☐ made the bathroom floor shine.

To finish cleaning the bathroom, ☐ took off the rubber gloves, returned all cleaning materials to the tray, and carried the tray back to its normal storage place. Cleaning the bathroom was a big job. When everything was cleaned, it looked fantastic!

Name Coins and Express Value of Money

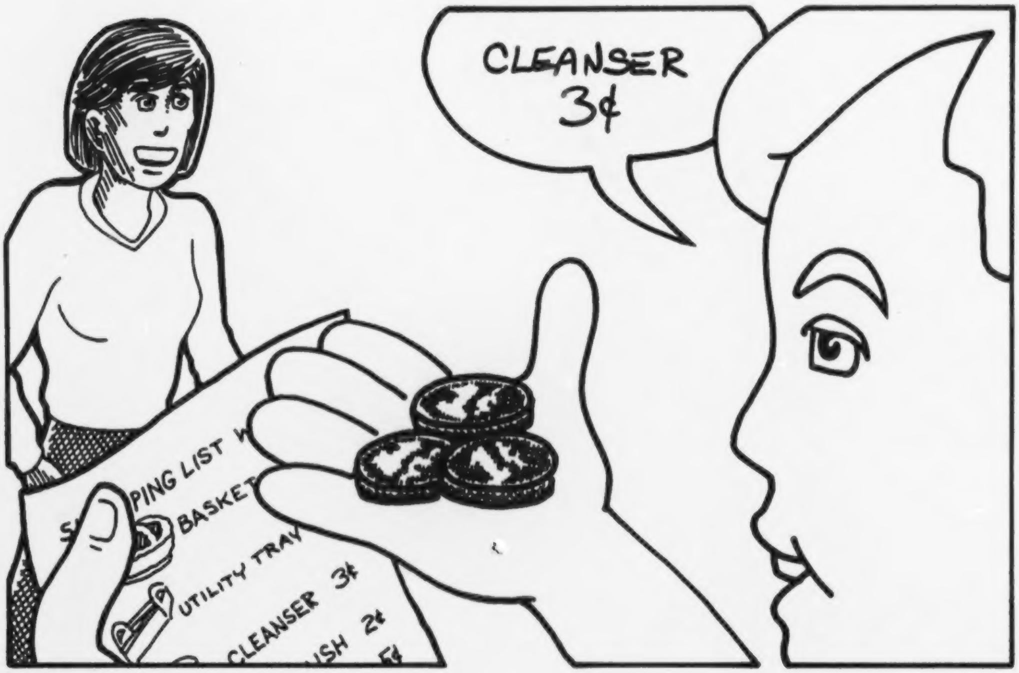
GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 347)
Real objects to match those on the shopping list
Money
Coin Value Worksheets (pages 375-382)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Cleaning the Bathroom
Skills Profile

Name ______________________________ Date __________

Instructor ____________________________ Program ________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments: ______________________________

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Cleaning the Bathroom
Goals and Objectives

Name ______________________________ Date ____________

Instructor ____________________________ Program ___________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in cleaning the bathroom when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of cleaning the bathroom.	______out of ______times
	3. The individual will recognize pictures of objects used in cleaning the bathroom, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with cleaning the bathroom, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for cleaning the bathroom when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of cleaning the bathroom, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of cleaning the bathroom, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of cleaning the bathroom, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of cleaning the bathroom, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in cleaning the bathroom, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with cleaning the bathroom, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in cleaning the bathroom.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

_________ Annual goal: To improve expressive language skills
_________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in cleaning the bathroom.	______out of ______times
	2. The individual will request objects needed to complete the routine task of cleaning the bathroom.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with cleaning the bathroom, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of cleaning the bathroom.	______out of ______times
	6. The individual will request items needed for cleaning the bathroom, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of cleaning the bathroom.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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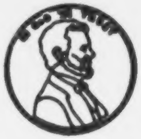
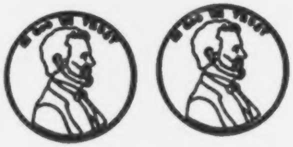
Supplementary Reproducible Materials

Coin Value Worksheet #1

1¢ =



2¢ =



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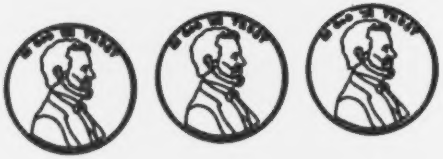
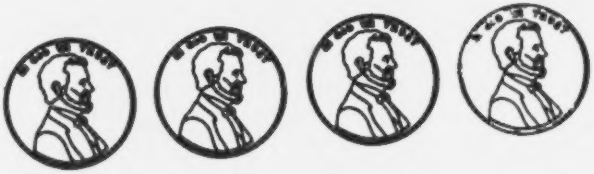
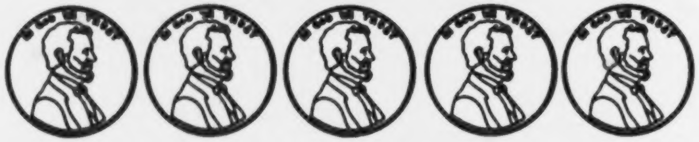


4¢ =

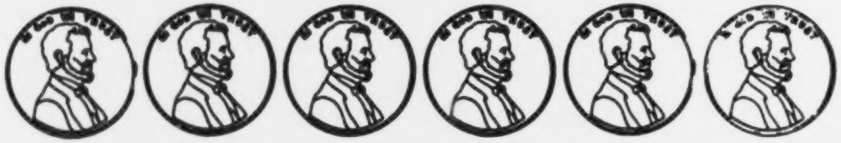


Coin Value Worksheet #2

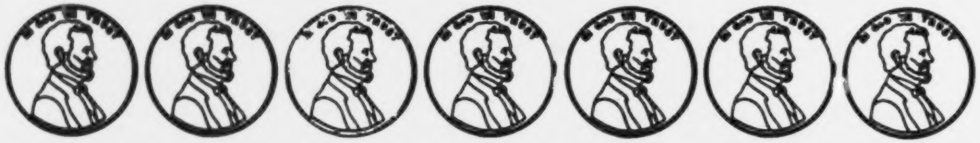
5¢ =



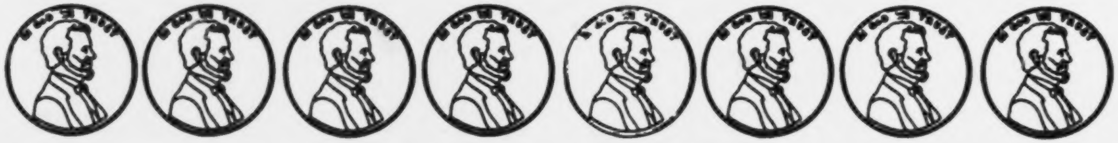
6¢ =



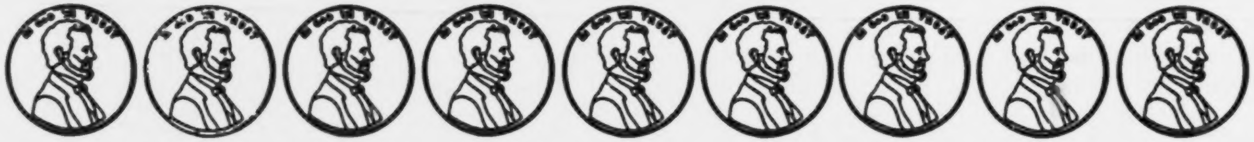
7¢ =



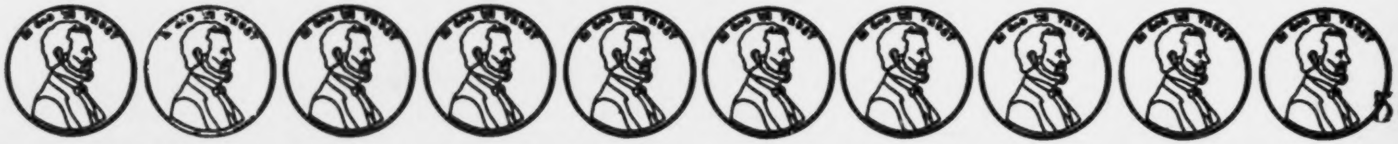
8¢ =



9¢ =

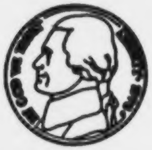


10¢ =

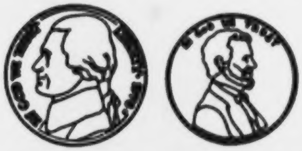


Coin Value Worksheet #3

5¢ =



6¢ =



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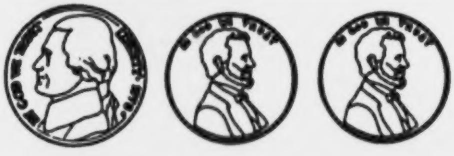

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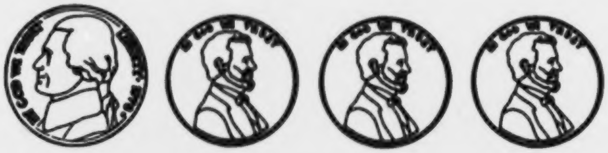

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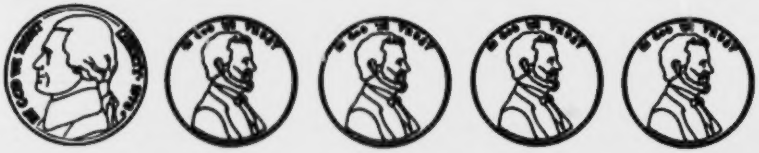

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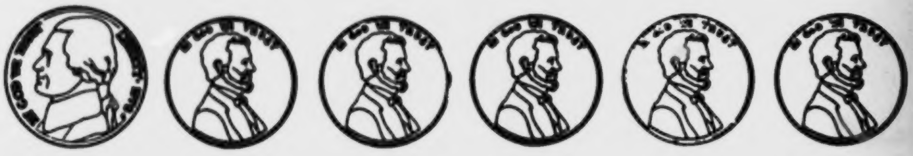
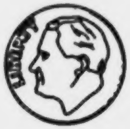


Coin Value Worksheet #4

10¢ =



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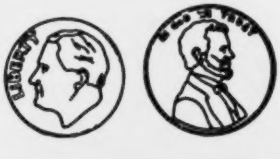

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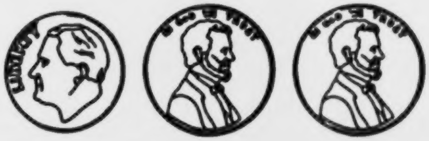

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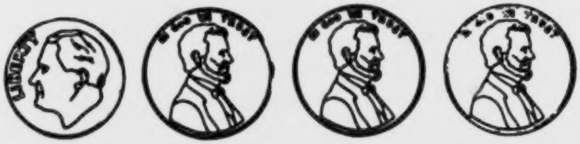
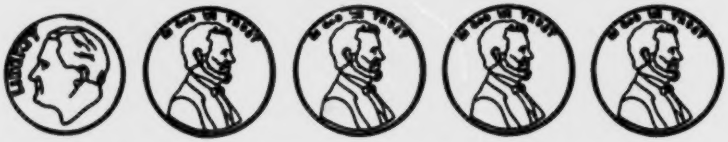
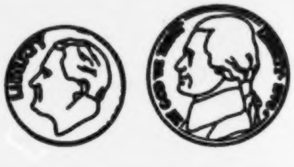
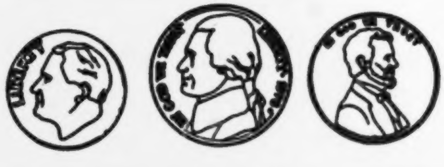


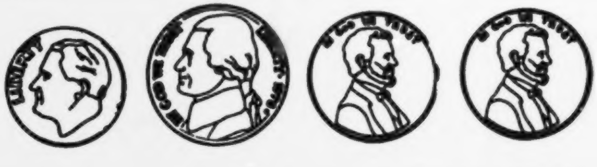
14¢ =

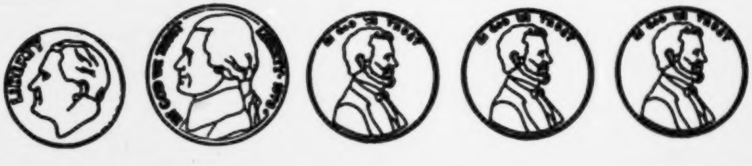


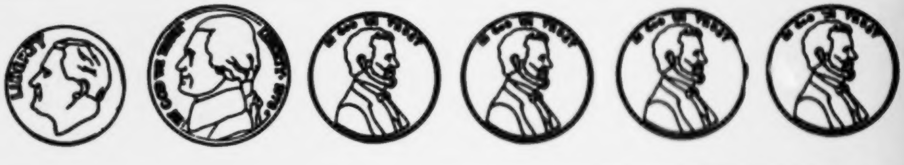
Coin Value Worksheet #5

15¢ = 

16¢ = 

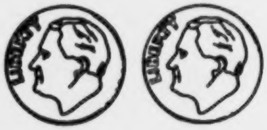
17¢ = 

18¢ = 

19¢ = 

Coin Value Worksheet #6

20¢ =



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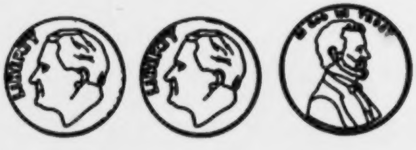

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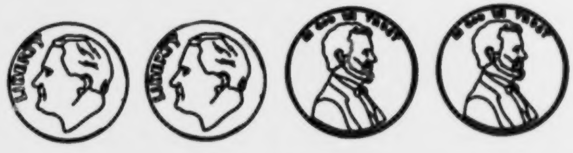
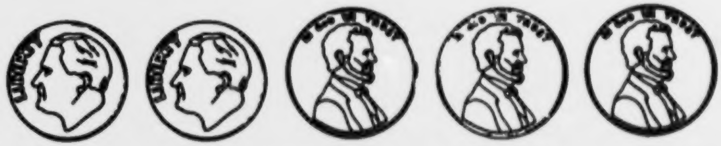
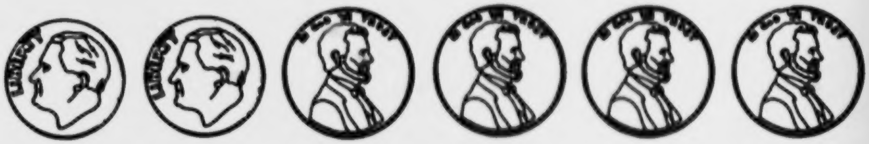


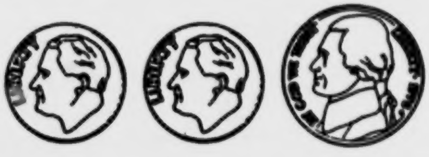
23¢ =



24¢ =



25¢ =



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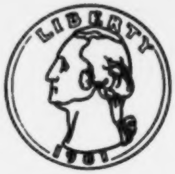
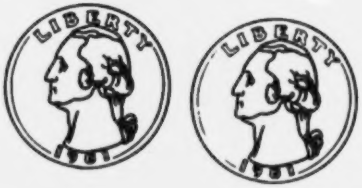
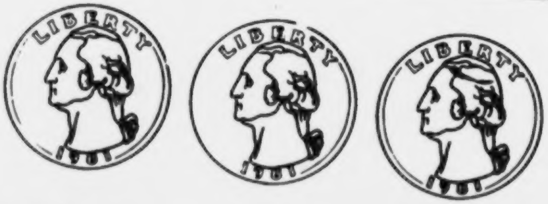

LIBERTY
1981

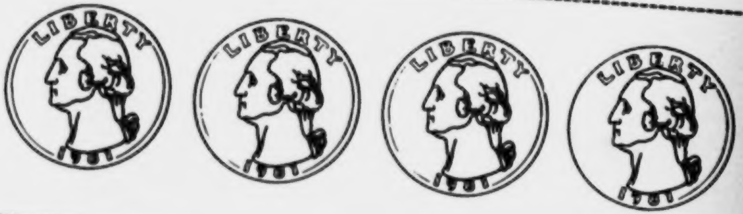
50¢ =


LIBERTY
1981

75¢ =

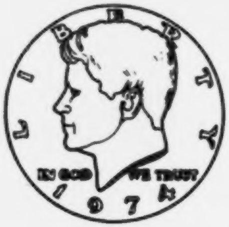

LIBERTY
1981

$1.00 =

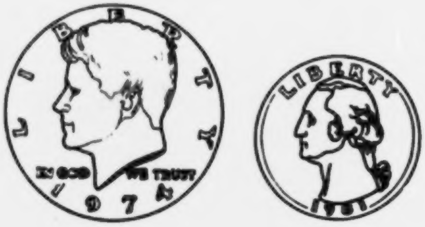

LIBERTY
1981

Coin Value Worksheet #8

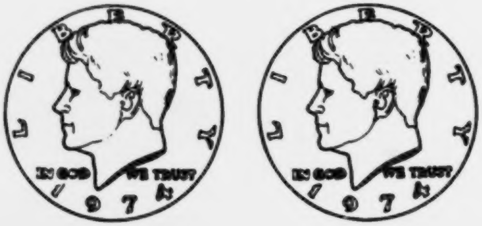
50¢ =


LIBERTY
IN GOD WE TRUST
1974

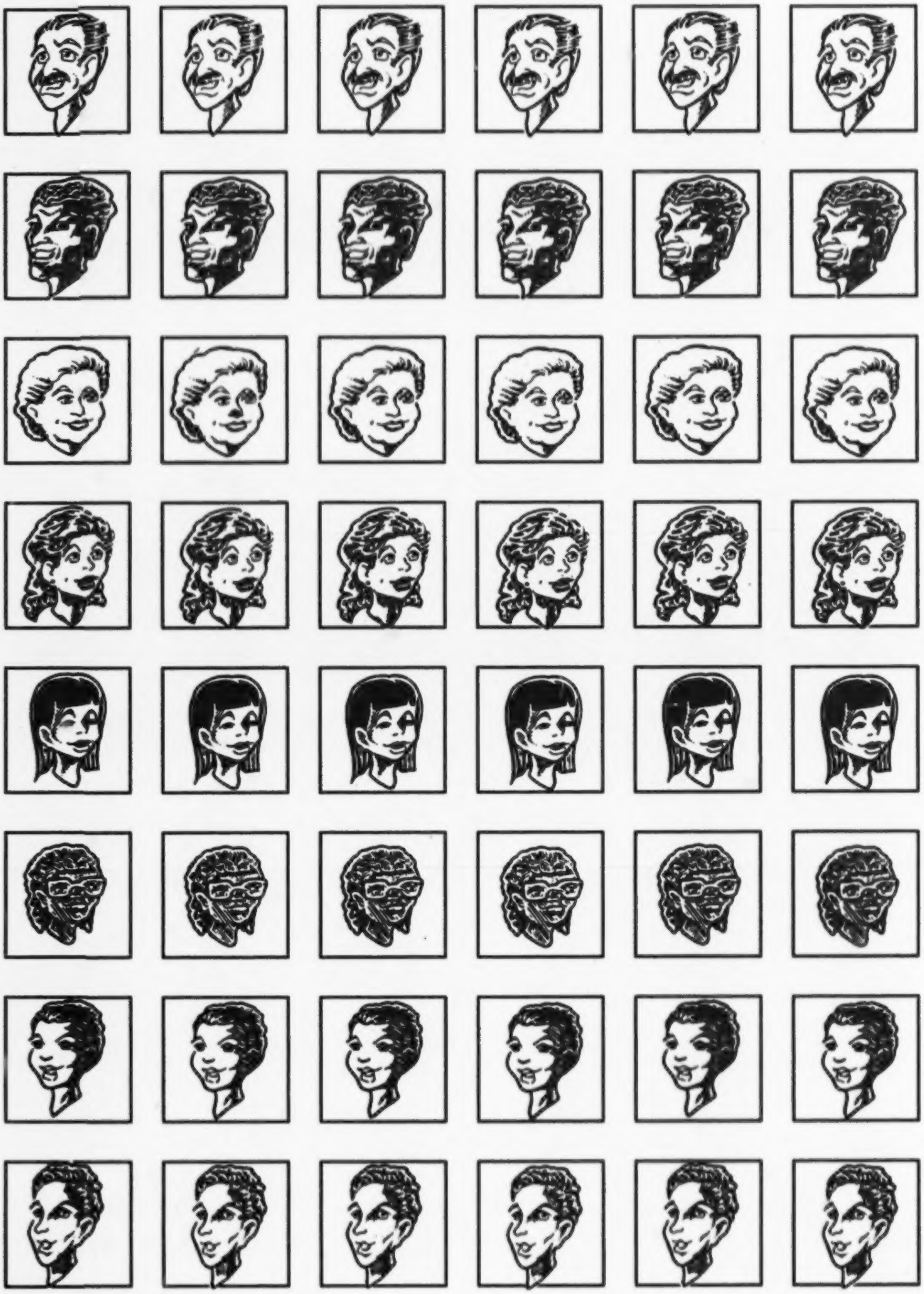
75¢ =


LIBERTY
IN GOD WE TRUST
1974
LIBERTY

$1.00 =


LIBERTY
IN GOD WE TRUST
1974
LIBERTY
IN GOD WE TRUST
1974

Experience Story Faces



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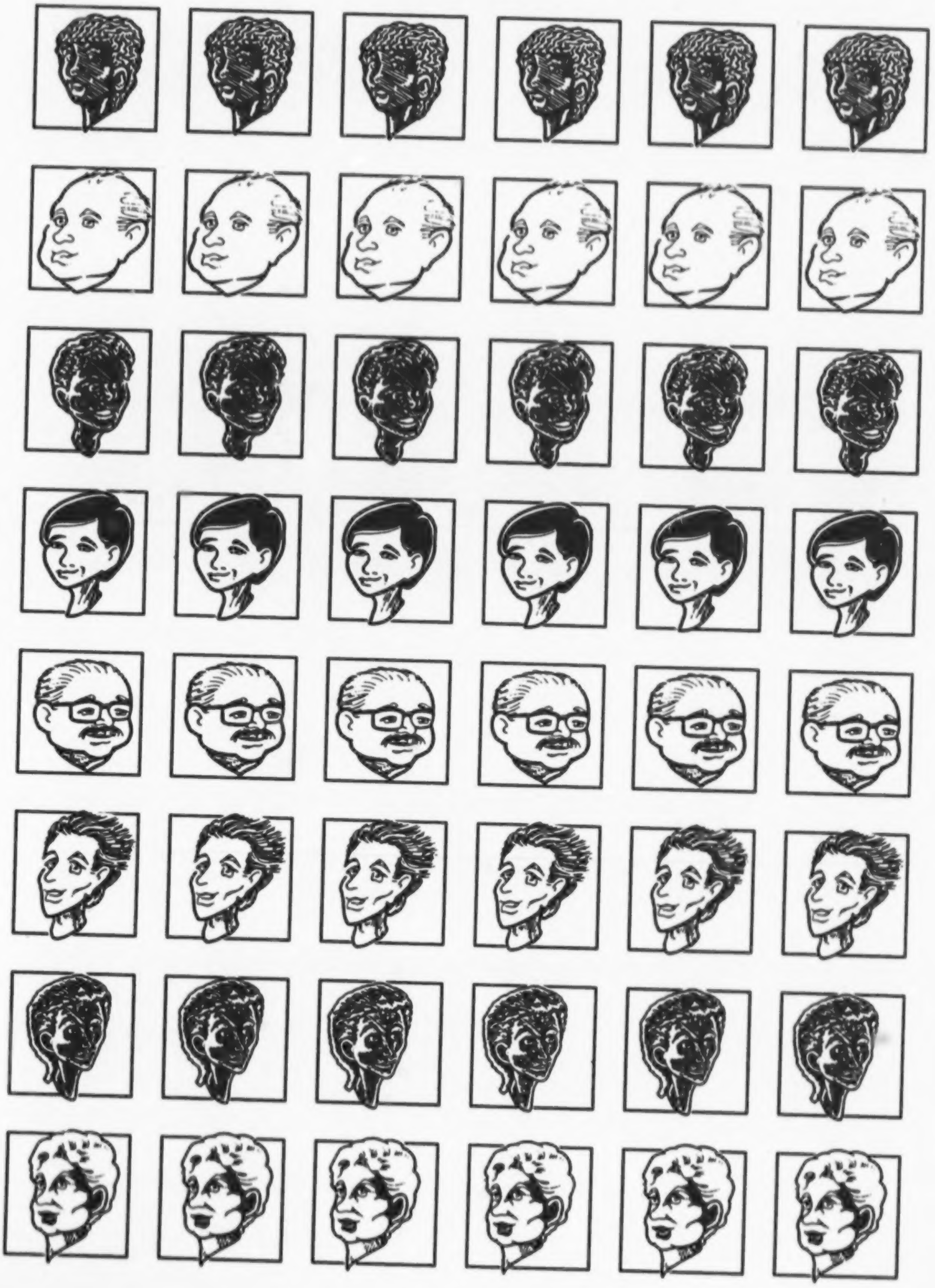

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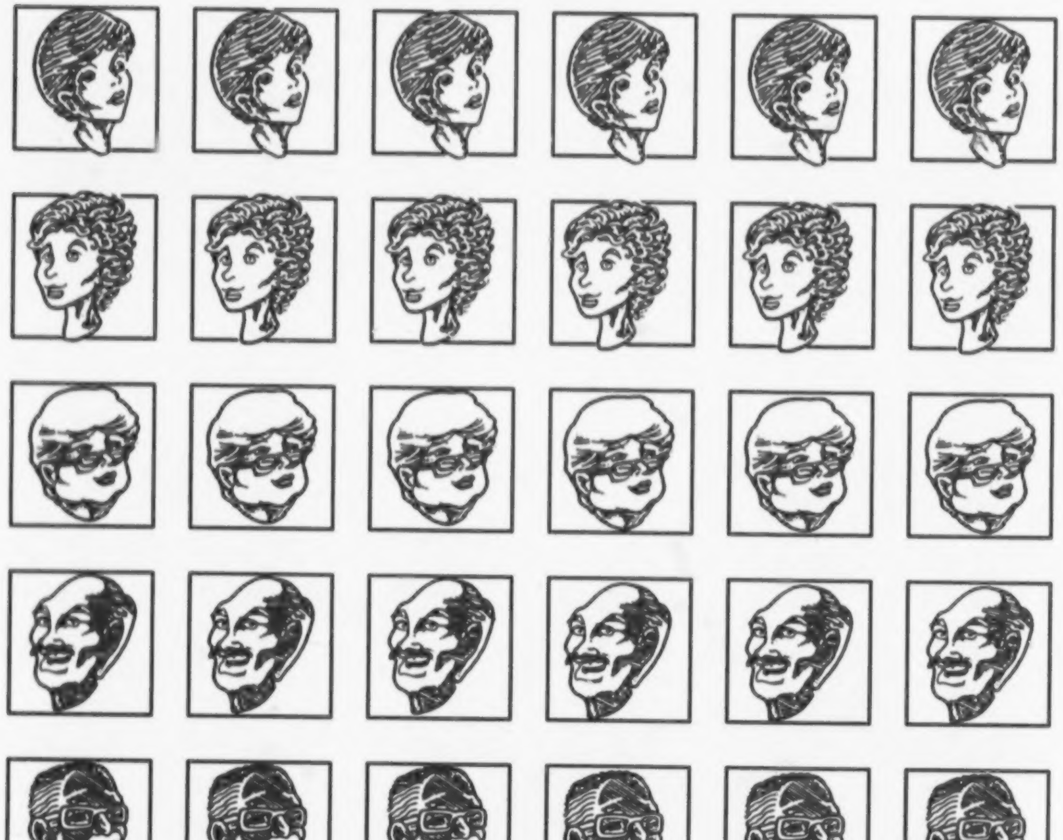

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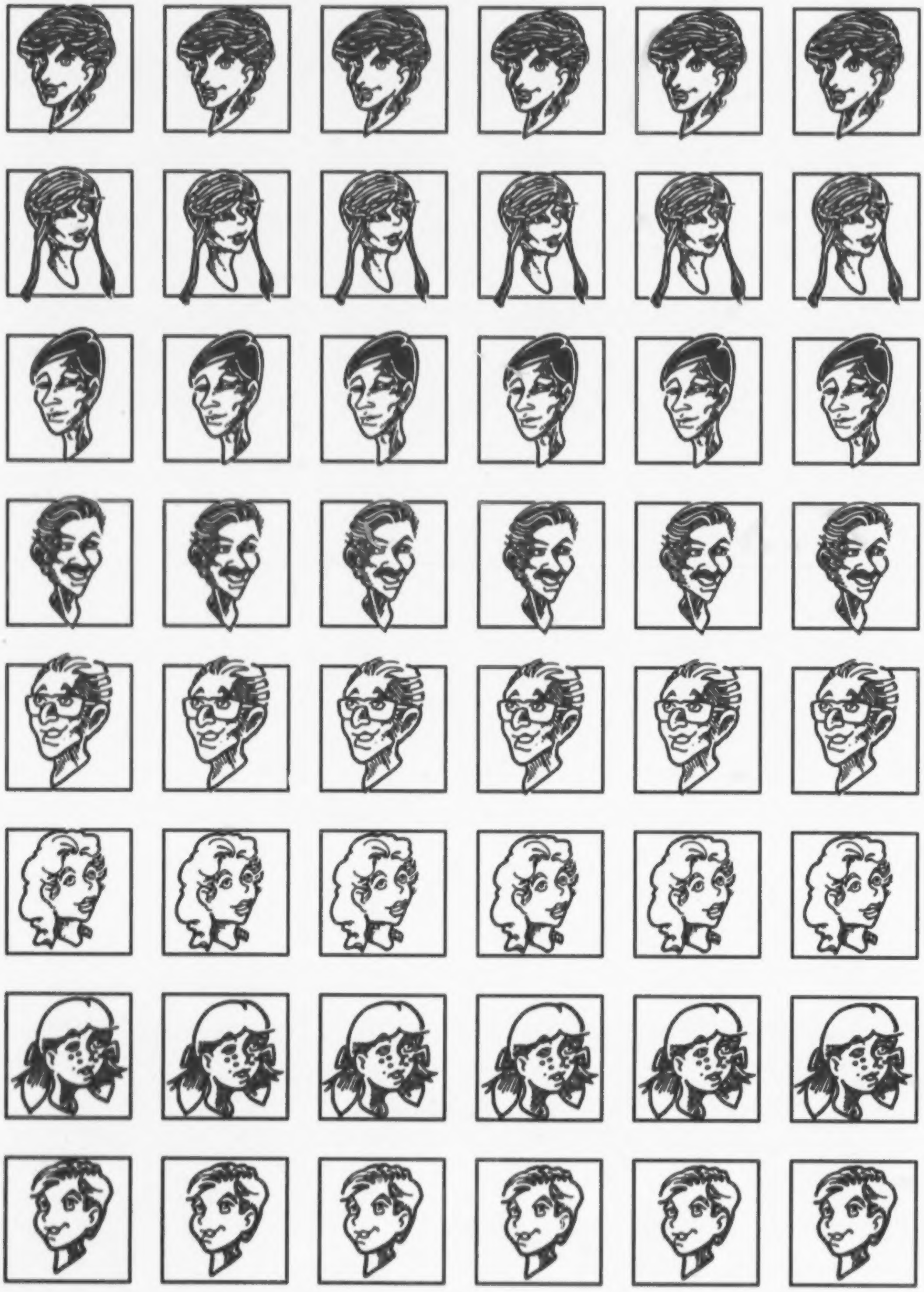


Data Chart

Name ______________________________ Chore ______________________________

Objective ____

S—Independent/Spontaneous
I—Imitate Model/Demonstration

PC—Physical Cue
M—Manipulation

VC—Verbal Cue

Skill	Date														

Certificate of Achievement

Presented to

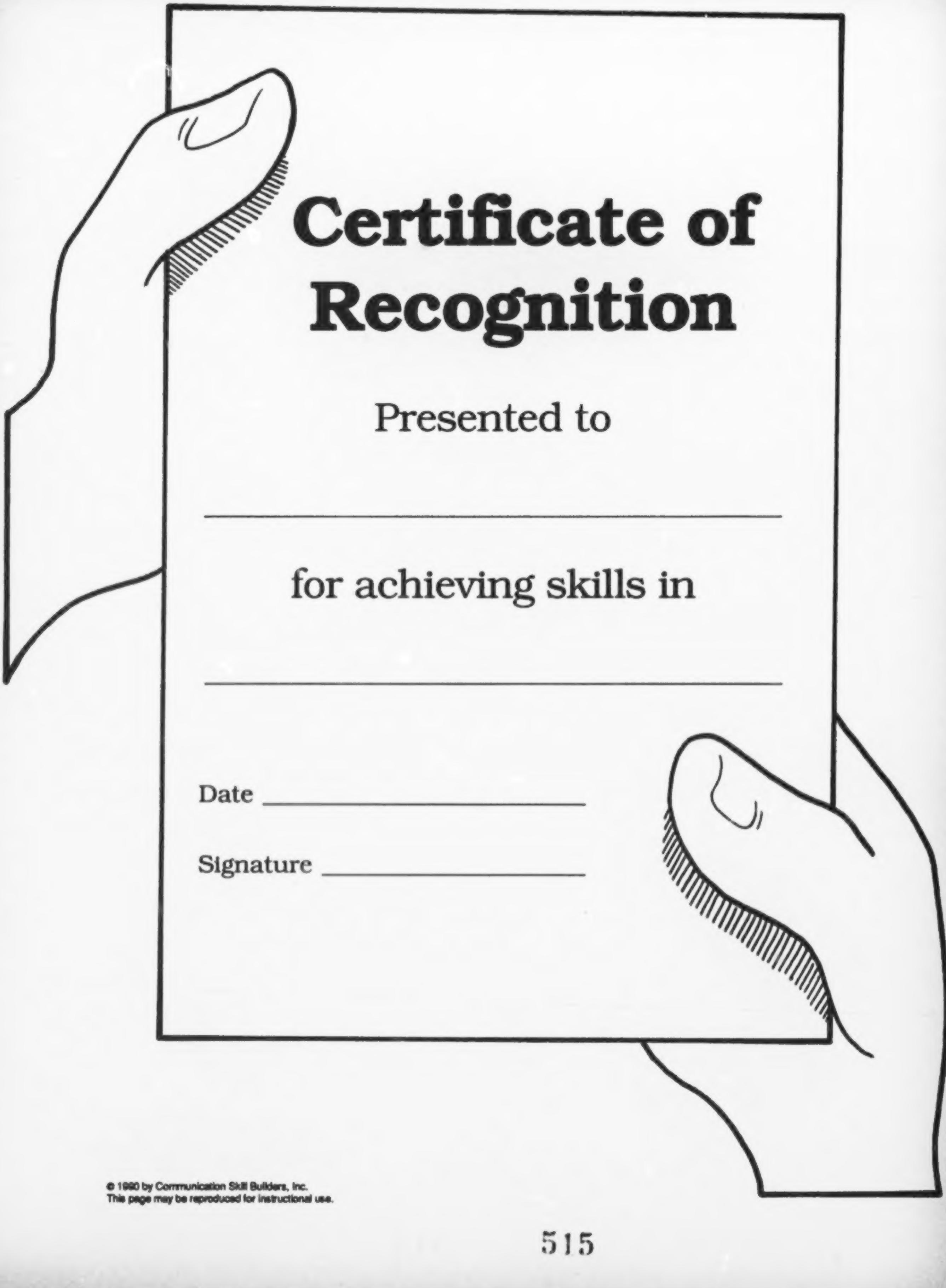
____

for achieving skills in

____

Date ____________________

Signature ____________________



Certificate of Recognition

Presented to

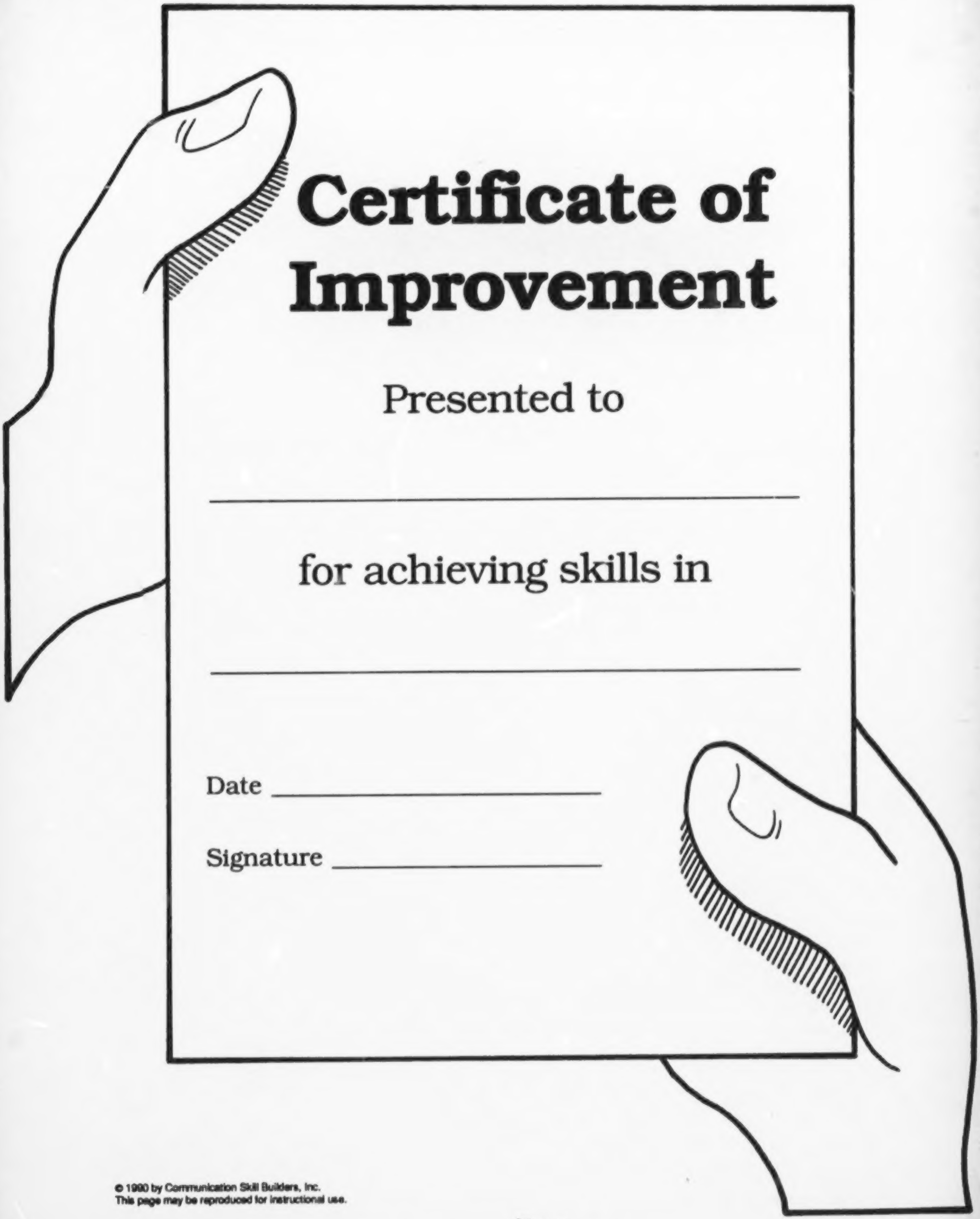
____

for achieving skills in

____

Date ____________________

Signature __________________



Certificate of Improvement

Presented to

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for achieving skills in

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Date ______________________

Signature __________________

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518